한국어

Korean

Language Guide

July 2015
Korean 1.2
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Korean
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

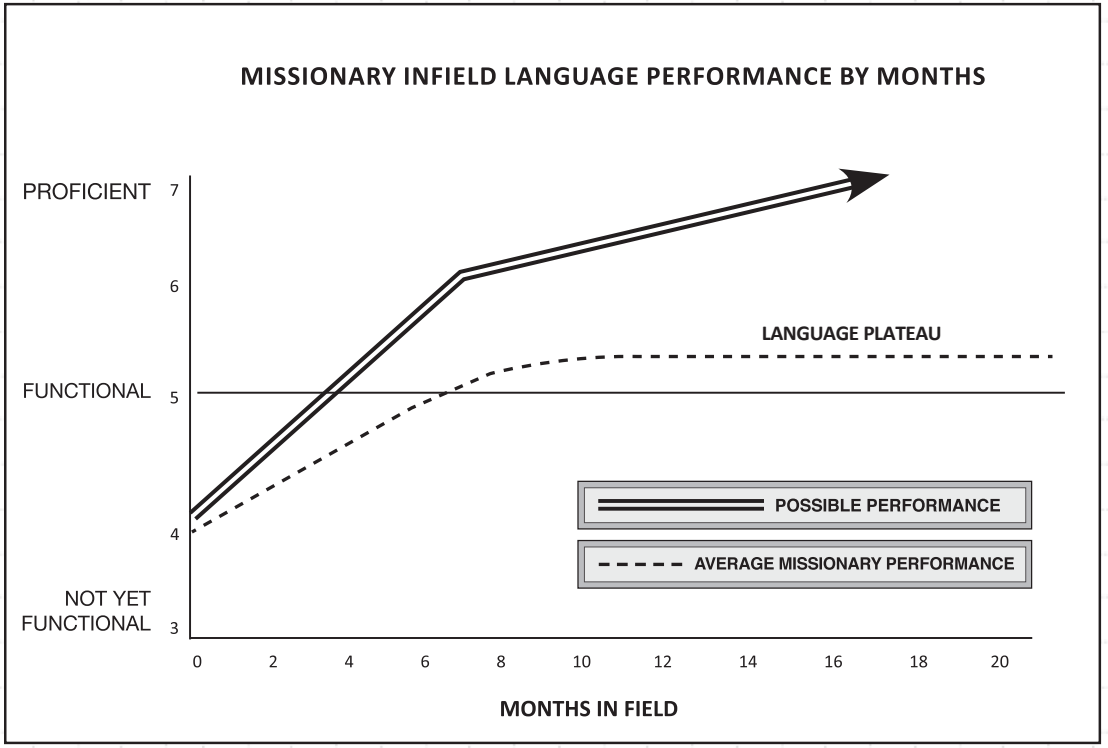
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



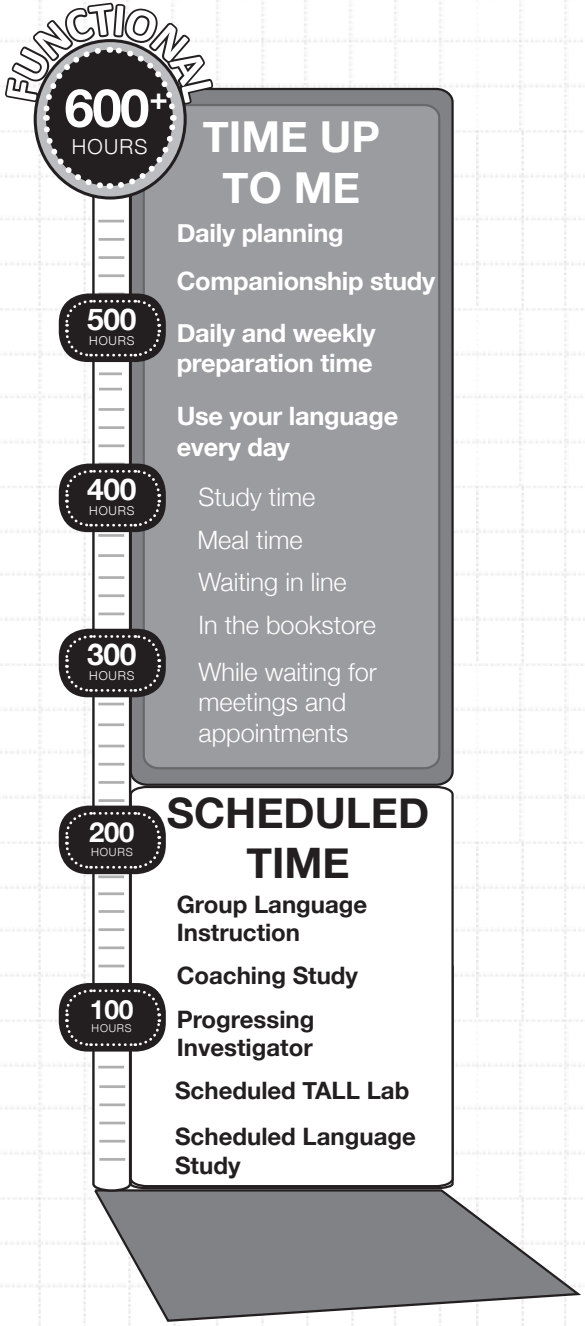
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

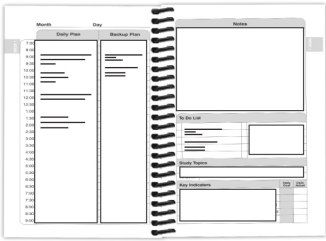
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language study	
1:30		
2:00	Class ~ Comp. study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		use what I studied
4:00	Coach. Missionary study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional study	Comp. language quiz
9:00	Daily planning	Eval. goals, plan language for tomorrow

Notes

New words
Molitva
Bog
Vjera

To Do List

- Correct 20+ errors
- Memorize: 1 scripture, 15 words, & 6 phrases

Study Topics

Personal
Companion

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

WEEK 3

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

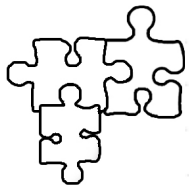
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

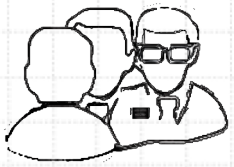


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

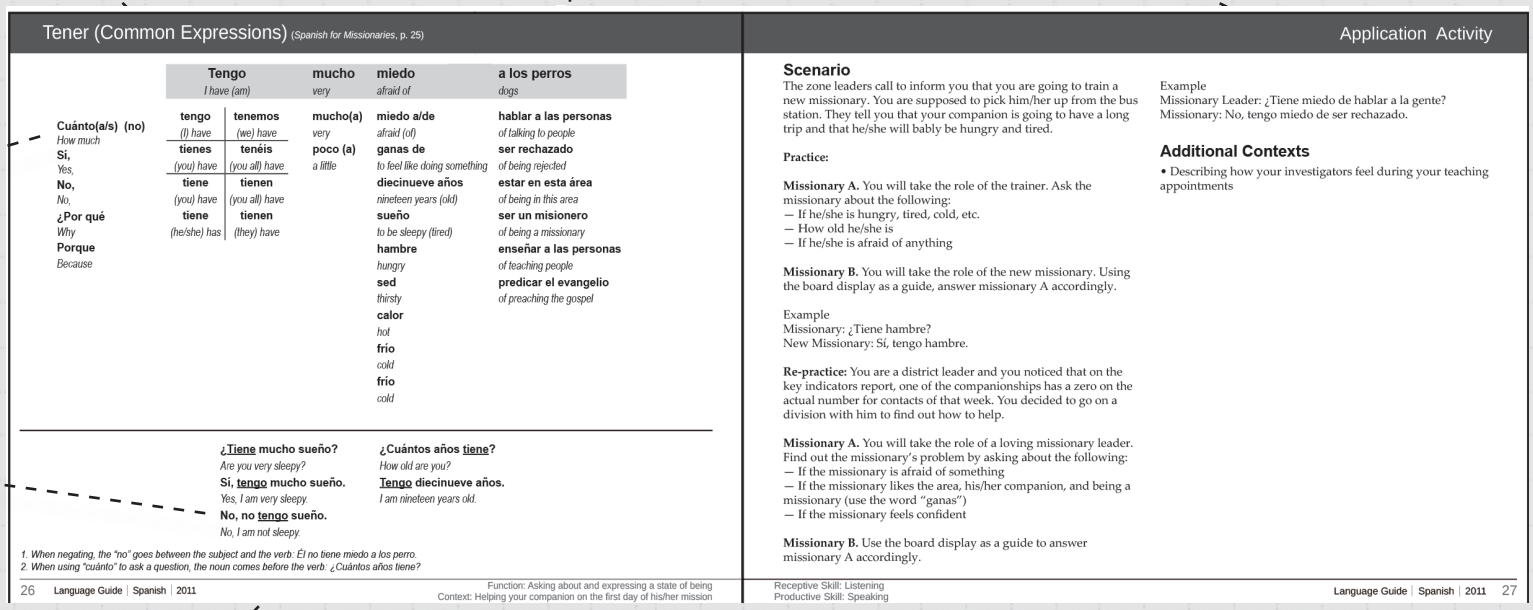
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

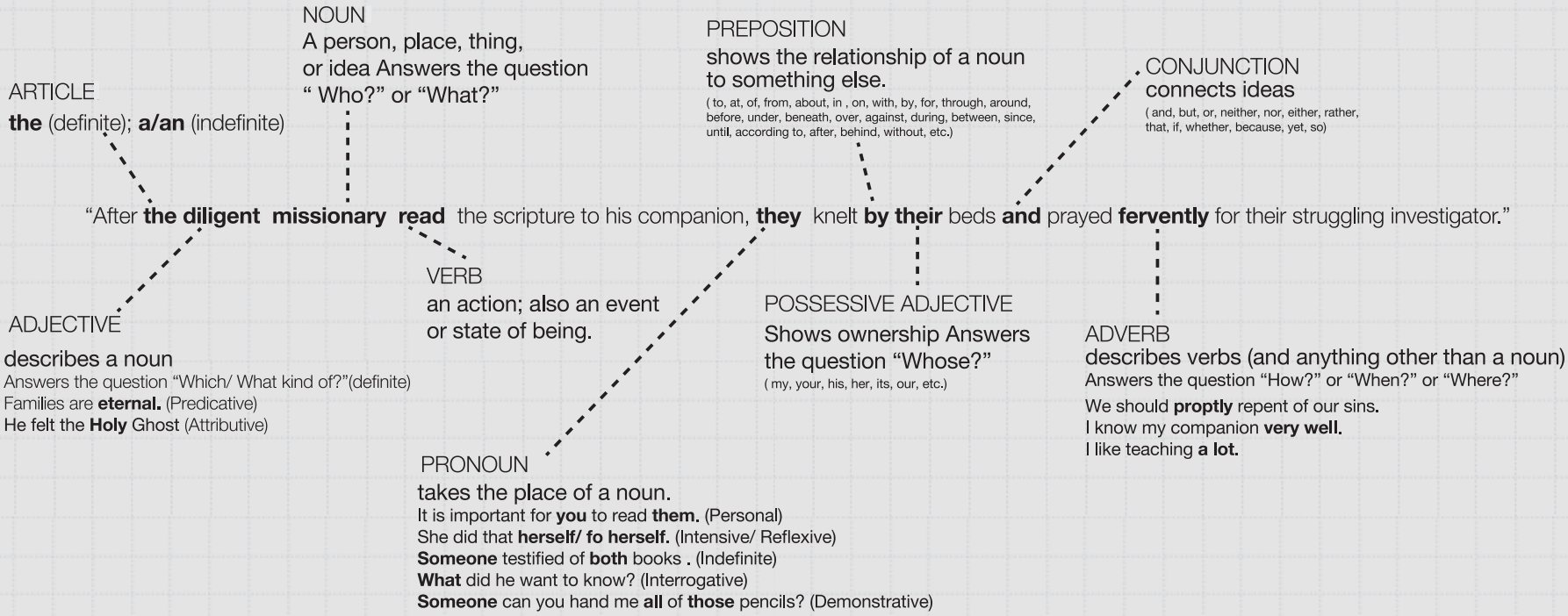
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
ARTICLE
the (definite); a/an (indefinite)
"After the diligent missionary read the scripture to his companion, they knelt by their beds and prayed fervently for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are eternal. (Predicative)
He felt the Holy Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should proptly repent of our sins.
I know my companion very well.
I like teaching a lot.
PRONOUN
takes the place of a noun.
It is important for you to read them. (Personal)
She did that herself/ fo herself. (Intensive/ Reflexive)
Someone testified of both books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me all of those pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Learn the Alphabet

Korean Consonant	Pronunciation at the beginning of a syllable	Pronunciation at the end of a syllable

ㄱ	“g” as in ***g***oat	“k” as in kno***ck***	ㅋ	“k” as in ***k***ing / same
ㄴ	“n” as in ***n***o	same		
ㄷ	“d” as in ***d***ock	“t-stop” (like in mee***t***)	ㅌ	“t” as in ***t***oo / same
ㄹ	Spanish “r” as in ***R***ojas	“l” as in ee***l***		
ㅁ	“m” as in ***m***om	same		
ㅂ	“b” as in ***b***all	“p” as in pee***p***	ㅍ	“p” as in ***p***aw / same
ㅅ	“s” as in ***s***aw	“t-stop” (like in mee***t***)		
ㅇ	silent	“ng” as in go***ng***	ㅎ	“h” as in ***h***eel / aspirates the next consonant
ㅈ	“j” as in ***j***aw	“t-stop” (like in mee***t***)	ㅊ	“ch” as in ***ch***ew / “t-stop” (like in mee***t***)

*When ㅅ is combined with ㅑ, ㅕ, ㅛ, ㅠ, and ㅣ it makes an “sh” sound (시 is pronounced like “she”) rather than an “s” sound.

Korean Vowel	There is only one vowel position in the syllable

Basic Vowels

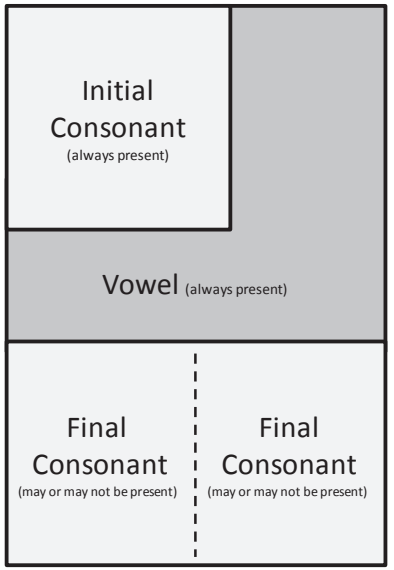
ㅏ	“a” as in ***a***ll	ㅑ	“ya” as in ***ya***cht
ㅓ	“o / uh” (no English equivalent)	ㅕ	“yo / yuh” (no English equivalent)
ㅗ	“o” as in h***o***le	ㅛ	“yo” as in ***yo***ke
ㅜ	“oo” as in b***oo***	ㅠ	“yu” like in ***you***
ㅡ	“u” as in p***u***t		
ㅣ	“ee” as in ***ee***l		

Diphthongs

ㅐ	“e” as in ***e***lm	ㅒ	“ye” as in ***ye***ll
ㅔ	“e” as in ***e***lm	ㅖ	“ye” as in ***ye***ll
ㅘ	“wa” as in ***wa***ter	ㅙ	“we” as in ***we***ll
ㅝ	“wo” (no English equivalent)	ㅞ	“we” as in ***we***ll
ㅚ	“we” as in ***we***ll		
ㅟ	“wee” as in ***wee***k		
ㅢ	“ui” (put the two vowel sounds together)		

*Keep in mind these are good approximations of how Korean letters are pronounced, but they are still approximations. This tool is meant to help you start reading and using your resources. Accurate pronunciation is essential and your best resources for learning to speak Korean properly are the native Korean teachers and missionaries. Never stop working to sound more like a native speaker!

Syllable Structure



Common Types of Syllables

타	누	과	일	삶
t + a = ta	n + oo = noo	g + wa = gwa	silent + ee + l = eel	s + a + l + m = salm

Note: *This chart is organized in alphabetical order - consonants from left to right, vowels from top to bottom. You can use this as a reference when looking up words in the dictionary. The shaded syllables are those which are rarely, if ever, used, so don't worry about trying to pronounce them.*

	ㄱ	ㄲ	ㄴ	ㄷ	ㄸ	ㄹ	ㅁ	ㅂ	ㅃ	ㅅ	ㅆ	ㅇ	ㅈ	ㅉ	ㅊ	ㅋ	ㅌ	ㅍ	ㅎ
ㅏ	가	까	나	다	따	라	마	바	빠	사	싸	아	자	짜	차	카	타	파	하
ㅐ	개	깨	내	대	때	래	매	배	빼	새	쌔	애	재	째	채	캐	태	패	해
ㅑ	갸	꺄	냐	댜	땨	랴	먀	뱌	뺘	샤	쌰	야	쟈	쨔	챠	캬	탸	퍄	햐
ㅒ	걔	꺠	냬	댸	떄	럐	먜	뱨	뺴	섀	썌	얘	쟤	쨰	챼	컈	턔	퍠	햬
ㅓ	거	꺼	너	더	떠	러	머	버	뻐	서	써	어	저	쩌	처	커	터	퍼	허
ㅔ	게	께	네	데	떼	레	메	베	뻬	세	쎄	에	제	쩨	체	케	테	페	헤
ㅕ	겨	껴	녀	뎌	뗘	려	며	벼	뼈	셔	쎠	여	져	쪄	쳐	켜	텨	펴	혀
ㅖ	계	꼐	녜	뎨	뗴	례	몌	볘	뼤	셰	쎼	예	졔	쪠	쳬	켸	톄	폐	혜
ㅗ	고	꼬	노	도	또	로	모	보	뽀	소	쏘	오	조	쪼	초	코	토	포	호
ㅘ	과	꽈	놔	돠	똬	롸	뫄	봐	뽜	솨	쏴	와	좌	쫘	촤	콰	톼	퐈	화
ㅙ	괘	꽤	놰	돼	뙈	뢔	뫠	봬	뽸	쇄	쐐	왜	좨	쫴	쵀	쾌	퇘	퐤	홰
ㅚ	괴	꾀	뇌	되	뙤	뢰	뫼	뵈	뾔	쇠	쐬	외	죄	쬐	최	쾨	퇴	푀	회
ㅛ	교	꾜	뇨	됴	뚀	료	묘	뵤	뾰	쇼	쑈	요	죠	쬬	쵸	쿄	툐	표	효
ㅜ	구	꾸	누	두	뚜	루	무	부	뿌	수	쑤	우	주	쭈	추	쿠	투	푸	후
ㅝ	궈	꿔	눠	둬	뚸	뤄	뭐	붜	뿨	숴	쒀	워	줘	쭤	춰	쿼	퉈	풔	훠
ㅞ	궤	꿰	눼	뒈	뛔	뤠	뭬	붸	뿨	쉐	쒜	웨	줴	쭸	췌	퀘	퉤	풰	훼
ㅟ	귀	뀌	뉘	뒤	뛰	뤼	뮈	뷔	쀠	쉬	쒸	위	쥐	쮜	취	퀴	튀	퓌	휘
ㅠ	규	뀨	뉴	듀	뜌	류	뮤	뷰	쀼	슈	쓔	유	쥬	쮸	츄	큐	튜	퓨	휴
ㅡ	그	끄	느	드	뜨	르	므	브	쁘	스	쓰	으	즈	쯔	츠	크	트	프	흐
ㅢ	긔	끠	늬	듸	띄	릐	믜	븨	쁴	싀	씌	의	즤	쯰	츼	킈	틔	픠	희
ㅣ	기	끼	니	디	띠	리	미	비	삐	시	씨	이	지	찌	치	키	티	피	히

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Verbs

반갑다	*to be pleasant / pleasing*
되다	*to become*
이다	*to be*
오다	*to come*
가다	*to go*
계시다	*to exist (honorific)*
뵈다	*to see (used in farewells)*
안녕하다	*to be at peace*

Question Words

어떻게	*how*
어디	*where*

Other

주	*state*
에서	*from (a place)*
다음	*next*
-님	*respectful suffix for a title*

Nouns

저	*I / me*
우리	*we / us*
성함	*name (formal)*
직업	*job*
전공	*(college) major*
종교	*religion*
학교	*school*
형제님	*Brother*
자매님	*Sister*
그분	*he / she or him / her*
장로	*Elder*
선교사	*missionary*
대표자	*representative*
학생	*student*
미국	*America*

Teaching Principles

Study the first paragraph under “How to Begin Teaching” on p. 176 of *Preach My Gospel*. Think about why it is important to develop a personal relationship with your investigator.

Review

Immediate Review:

Get to know the missionaries in your zone. As you practice introducing yourself and asking about them, look up any words you want to use but have not yet learned.

Extra Mile:

Phrases: Using your ***VP book*** (pp. 82-84) and the ***TALL Software***, memorize several of the phrases that will help you introduce yourself and your family, as well as some that will help you get to know the investigator on a more personal level.

Grammar: Use “기초 문법” to study subject and object markers (pp. 2-3).

안녕하세요?	반갑습니다.
an nyeong ha se yo	*ban gap seum ni da*
Hello	Good to meet/see you

Subject	Subject Marker	Verb
성함 *seong ham* name **직업** *jik eop* job **전공** *jeon gong* major	**이** *i*	**어떻게 되십니까?** *eo ddeo ge doe shim ni ga* what is? **어떻습니까?** *eo ddeo seum ni ga* how is?
종교 *jong gyo* religion **학교** *hak gyo* school	**가** *ga*	

Subject	Subject Marker	Noun	Verb
저 *jeo* I **우리** *u ri* we	**는** *neun*	**_____ 장로** *jang no* Elder ____ **_____ 자매** *ja mae* Sister ____ **선교사** *seon gyo sa* missionary **그리스도의 대표자** *geu ri seu do e dae pyo ja* Christ's representative(s) **학생** *hak saeng* student	**입니다.** *im ni da* is/am/are. **입니까?** *im ni ga* is/am/are?
그분 *geu bun* he/she **____ 형제님** *hyeong je nim* Brother___ **____ 자매님** *ja mae nim* Sister___	**은** *eun*		

Subject	Subject Marker	Place		Verb
저 *jeo* I	**는** *neun*	**____ 주** *ju* ____ (State) **미국** *mi guk* America **어디** *eo di* where	**에서** *e seo* from (a place)	**왔습니다.** *wa seum ni da* came. **오셨습니까?** *o syeo seum ni ga* came?
____ 형제님 *hyeong je nim* Brother____ **____ 자매님** *ja mae nim* Sister ____	**은** *eun*			

안녕히 가세요. *an nyeong hi ga se yo* Goodbye ("go in peace").
안녕히 계세요. *an nyeong hi gye se yo* Goodbye ("stay in peace").
다음에 뵈요. *da eum e boe yo* See you later.

Give a Simple Overview

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

하나님	*God*
몰몬경	*Book of Mormon*
성경	*Bible*
예수 그리스도	*Jesus Christ*
교회	*church*
신권	*priesthood*
기도	*prayer*
아버지	*father*
말씀	*word(s)*
권세	*authority*
대화	*conversation*
자녀	*child*
아들	*son*
구주	*Savior*
가족	*family*
선지자	*prophet*
마음	*heart*
육신	*physical body*
슬픔	*sorrow*
복음	*gospel*
회복	*restoration*

Question Words

왜	*why*
무엇	*what*
누구	*who*

Other

에 대	*about*
해	*possessive*
의	*marker*

Adjectives

완전한	*perfect*

Verbs

믿다	*to believe*
알다	*to know*
이해하다	*to understand*
배우다	*to learn*
만나다	*to meet*
사랑하다	*to love*
가르치다	*to teach*
갖다	*to have*
증거하다	*to witness*
인도하다	*to guide*
부르다	*to call*
조직하다	*to organize*
돕다	*to help*

Teaching Principles

Study pp. 29-30 of *Preach My Gospel*. Think about how you can use (and add to) these patterns to help your investigator develop faith, repent, prepare for baptism, etc.

Review

Immediate Review:

Work with your companion to role-play a first visit in which you ask questions to understand the investigator's needs and then teach the doctrine that will help that person come unto Christ. Alternate taking the role of the missionary and the investigator.

Extra Mile:

Phrases: Memorize the following phrases, which are commonly used in responding to investigators:

다시 말씀해 주시겠습니까? Will you please say that again?	**감사합니다.** Thank you.
더 천천히 말씀해 주시겠습니까? Will you please speak more slowly?	**네. 맞습니다.** Yeah, that's right/correct.
적어 주시겠습니까? Will you please write that down?	**____ 무엇입니까?** What is ___?

Grammar: Use the "Basic Sentence Structure" page of this guide to study verb conjugation and basic sentence structure.

Subject	Subject Marker	Object	Marker	Question Word (optional)	Action Verb
형제님 Brother 자매님 Sister	은	하나님 God 몰몬경 Book of Mormon 성경 Bible 예수 그리스도 Jesus Christ 우리 교회 our church	을 에 대해 about 를	왜 why 어떻게 how 무엇을 what	믿으십니까? believe in 아십니까? know 이해하십니까? understand 배우고 싶습니까? want to learn 만나고 싶습니까? want to meet

Subject	Subject Marker	Noun	Verb
하나님 God 몰몬경 Book of Mormon 신권 priesthood 기도 prayer 우리 we 예수 그리스도 Jesus Christ	은 는	우리의 아버지 our father 하나님의 말씀 God's word 하나님의 권세 God's authority 대화 conversation 형제 자매 brothers and sisters 하나님의 자녀 God's children 하나님의 아들 God's son 우리의 구주 our Savior 누구 who 무엇 what	입니다. is/am/are 입니까? is/am/are

Subject	Subject Marker	Object	Object Marker	Action Verb
하나님 God 몰몬경 Book of Mormon 가족 family(ies) 예수 그리스도 Jesus Christ 선지자 prophet(s) 선교사 missionaries	은 는	우리 us 예수 그리스도 Jesus Christ 교회 church 선지자 prophet(s) 우리의 마음 our heart(s) 완전한 육신 perfect body 우리의 슬픔 our sorrows 하나님의 말씀 God's word 복음의 회복 restoration of the gospel	를 에 대해 about 을	사랑합니다. loves 압니다. knows 가르칩니다. teach(es) 갖고 있습니다. has/possesses 이해합니다. understands 증거합니다. witnesses of 인도할 수 있습니다. can guide 부릅니다. call(s) 조직했습니다. organized 돕습니다. help(s)

Offer a Prayer

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	
사랑	*love*
동반자	*companion*
성신	*Holy Ghost*
건강	*health*
평안	*peace (of mind)*
힘	*strength*
영감	*inspiration*
응답	*answer / response*
계획	*plan*
한국말	*Korean (language)*
서로	*each other*
이름	*name (common)*
감사	*gratitude*

Adjectives	
영원하신	*eternal (hon.)*
거룩하신	*holy (hon.)*
사랑이 많으신	*loving (hon.)*

Other	
(으)로	*with (or by, through, as)*

Verbs	
주다	*to give*
보내다	*to send*
돌봐주다	*to watch over/ take care of*
드리다	*to offer*
축복하다	*to bless*
느끼다	*to feel*
받다	*to receive*
따르다	*to follow*
대표하다	*to represent*

Teaching Principles

Study the third paragraph under “How to Begin Teaching” on p. 176 of *Preach My Gospel*. How will praying with your investigator help him or her come unto Christ? How can you pray in a way that will help the investigator feel comfortable with prayer?

Review

Immediate Review:

Start praying in Korean as much as possible. Use the words and phrases you know in Korean and, after you finish praying sincerely, look up the words you had to say in English so you can say them in Korean next time.

Extra Mile:

Phrases: Think of things you say on a regular basis in prayer (ex. “Please bless 김 형제님 to feel the Spirit when he reads the Book of Mormon”). Work with someone else to learn how to say those things in Korean.

Grammar: Use the ***TALL Software*** to explore the uses of (으)로. Koreans use it frequently and in a variety of circumstances, so the best ways to learn how it is used are to look at lots of examples and listen to native speakers.

영원하신 *eternal* 거룩하신 *holy* 사랑이 많으신 *loving*	하나님 아버지 *Heavenly Father*

Object	Object Marker	For Doing...	Verb
가족 *family* 복음 *gospel* 계획 *plan* 성신 *Holy Ghost* 구주 *Savior* 선지자 *prophet* 우리 *us*	을 를	주셔서 *for giving* 보내주셔서 *for sending* 돌봐주셔서 *for watching over*	감사드립니다. *thank thee*

Object	Object Marker	Indirect Object	With	Verb
가족 *family* ___형제님 *Brother___* ___자매님 *Sister___* 우리 *us* 동반자 *companion*	을 를	성신 *Holy Ghost* 건강 *health* 평안 *peace* 힘 *strength* 영감 *inspiration* 응답 *answer(s)*	으로 *with*	축복해주시옵소서. *please bless*

Object	Object Marker	Verb	Linking Form	Verb
성신 *Holy Ghost* 복음 *gospel* 한국말 *Korean (language)* 응답 *answer(s)* 예수 그리스도 *Jesus Christ* 서로 *each other*	을 를	느끼 *feel* 이해하 *understand* 배우 *learn* 받 *receive* 따르 *follow* 대표하 *represent*	도록 *in order to* *(i.e. to)*	축복해주시옵소서. *please bless* 도와주시옵소서. *please help* 인도해주시옵소서. *please guide*

예수 그리스도의 이름으로 기도드립니다, 아멘.

I offer this prayer in the name of Jesus Christ, amen

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	
계명	*commandment(s)*
느낌	*feeling*
속죄	*Atonement*
계시	*revelation*
진리	*truth*
죄	*sin*
값	*price*
시련	*trial*
순종	*obedience*
사람	*person*
신앙	*faith*
끝	*end*
견딤	*enduring*
회개	*repentance*
침례	*baptism*
은사	*gift*
도움	*help*

Adjectives	
조용한	*quiet*
나은	*better*

Other	
까지	*until*
에게	*to (a person)*
계속	*continually*
을/를 통해	*through*
와/과	*with (a person)*
더	*more*

Verbs	
친절하다	*to be kind*
자비롭다	*to be merciful*
완벽하다	*to be perfect*
참되다	*to be true*
영원하다	*to be eternal*
신뢰하다	*to trust*
의지하다	*to rely (on)*
순종하다	*to obey*
깨끗해지다	*to become clean*
약속하다	*to promise*
완성하다	*to complete*
위로하다	*to comfort*
보호하다	*to protect*
치르다	*to suffer/pay for*
경험하다	*to experience*
가까워지다	*to draw closer*
설명하다	*to explain*

Teaching Principles

Study the “Bear Testimony Frequently” section on pp. 198-199 of *Preach My Gospel*. Think about how hearing a simple, heartfelt testimony has helped you feel the Spirit. What do you want to testify of to your investigator to help him or her develop faith in Christ?

Review

Immediate Review:

Share your testimony of the Godhead, the doctrine of Christ, and anything else you would want your investigator to know about with your companion and with other missionaries in your zone. Look up any words you do not yet know that will help you express what is in your heart.

Extra Mile:

Phrases: Use the ***TALL Software*** to find simple statements of truth that will be meaningful to your investigator and of which you can sincerely testify.

Grammar: Use the “Through (nouns)” page of this guide to practice using “을/를 통해”.

Subject	Subject Marker	Descriptive Verb
하나님 God 예수 그리스도 Jesus Christ 몰몬경 Book of Mormon 복음 gospel 가족 family(ies)	은	친절하십니다. is kind 자비로우십니다. is merciful 완벽합니다. is perfect 참됩니다. is true 영원합니다. is/are eternal

Subject	Subject Marker	Noun	Through	Object	Object Marker	Verb
하나님 God 성신 Holy Ghost 예수 그리스도 Jesus Christ	은 는	성신 Holy Ghost 계명 commandment(s) 조용한 느낌 quiet feelings 속죄 Atonement 선지자 prophet(s) 계시 revelation	을 를 통해 through	우리 us 교회 church 진리 truth 죄값 price of sin 우리의 시련 our trials	를 을	인도하십니다. guides 가르치십니다. teaches 위로하십니다. comforts 증거하십니다. witnesses of 보호하십니다. protects 치르셨습니다. paid 경험하셨습니다. experienced
형제님 Brother 자매님 Sister	은	순종 obedience 그리스도의 복음 Christ's gospel	을 통해 through	하나님과 가까워질 수 있습니다. can draw closer to God 더 나은 사람이 될 수 있습니다. can become a better person		

Subject	Subject Marker	Gerund Phrase	Gerund
신앙 faith 끝까지 견딤 enduring to the end 회개 repentance 침례 baptism 성신의 은사 gift of the Holy Ghost	은 는	하나님을 신뢰하 trusting God 예수 그리스도에게 의지하 relying on Jesus Christ 계속 순종하 to keep obeying 깨끗해지 becoming clean 예수 그리스도를 따르 following Jesus Christ 순종을 약속하 promising to obey 침례를 완성하 completion of baptism	는 것입니다. is / means

_____에 대해 이해하신 것을 설명해 주시겠습니까?

Will you please explain what you understand about ____?

_____ 형제님/자매님 에게 어떻게 도움이 될까요?

How could ____ help you (Brother / Sister)?

Extend an Invitation

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	
모범	*example*
용서	*forgiveness*
참됨	*truth (of a thing or principle)*
팜플렛	*pamphlet*

Adjectives	
강한	*strong*
회복된	*restored*

Other	
에 대한	*about (adjective)*

Verbs	
읽다	*to read*
지키다	*to keep*
다니다	*to attend/belong to*
찾다	*to find*
얻다	*to obtain*
나타내다	*to show*
키우다	*to foster/strengthen*

Teaching Principles

Study the “Ask Direct Questions” and “Promise People Blessings” sections on pp. 197-198 of *Preach My Gospel*. Think about how to make your invitations to come unto Christ inviting (how can you help your investigator want to make and keep that commitment?).

Review

Immediate Review:

Work with your companion to role-play your visit later today or tomorrow. Focus on helping the investigator understand what he or she is committing to do and how keeping that commitment will bless his or her daily life.

Extra Mile:

Phrases: Look at the invitations under the “Commitments” sections of the “Your Purpose” red boxes at the beginning of each lesson in your Korean *Preach My Gospel* (pp. 31, 47, 60). Use your dictionary, ***VP book***, and English copy of *Preach My Gospel* to learn what each invitation means and practice extending those same invitations.

Grammar: Use the “Future Tense (decision)” and “Future Tense (projection)” pages of this guide to learn the two future tense forms in Korean and practice using them to extend invitations and promise blessings.

Task: Extend an Invitation

Subject	Marker	When	Object	Marker	Action Verb
형제님 Brother 자매님 Sister 우리 We 저 I	은 는	기도할 때 when __ pray 몰몬경을 읽을 때 when __ read the Book of Mormon 계명을 지킬 때 when __ keep the commandments 교회에 다닐 때 when __ attend church 침례를 받을 때 when __ receive baptism 회개할 때 when __ repent	성신 Holy Ghost 기도에 대한 응답 answer(s) to prayer 평안 peace 예수 그리스도의 모범 Jesus Christ's example 더 강한 신앙 stronger faith 하나님에 대한 사랑 love for God 용서 forgiveness	을 를	느낄 수 있습니다. can feel 찾을 것입니다. will find 얻을 것입니다. will obtain 따릅니다. follow 나타낼 수 있습니다. can show 받을 수 있습니다. can receive

Dependent Clause	Linking Form	Object	Marker	Action Verb
몰몬경의 참됨을 알 know the truthfulness of the Book of Mormon 하나님과 가까워 지 come closer to God 신앙을 키우 strengthen faith 구주의 모범을 따르 follow the Savior's example 회복된 복음에 대해 배우 learn about the restored gospel 응답을 받 receive an answer	기 위해 in order to	몰몬경 Book of Mormon 팜플렛 pamphlet 교회 church 침례 baptism	을 를	읽으시겠습니까? will you read 기도하시겠습니까? will you pray 다니시겠습니까? will you attend 받으시겠습니까? will you receive

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

구절	*verse / passage*
성품	*attribute*
역할	*role*
사명	*mission*
부분	*part*
것	*thing*
원리	*principle*
방법	*way / method*
배도	*apostasy*

Adjectives

기도하는	*praying*
현대	*modern-day*

Other

이	*this __*
그	*that __*

Verbs

간증하다	*to testify*
예언하다	*to prophesy*
중요하다	*to be important*
의미하다	*to mean*
적용하다	*to apply*

Teaching Principles

Study the “Use the Scriptures” section on pp. 180-181 of *Preach My Gospel*. Think about what helps you understand and learn from a passage of scripture and thus what you will do to help your investigator receive revelation through the scriptures in your next lesson.

Review

Immediate Review:

Find a scripture that will help your investigator come closer to Christ and share it with your companion, as you will in your visit.

Extra Mile:

Phrases: Find and memorize a scripture you will share on a regular basis as a missionary (ex. James 1:5 or Amos 3:7).

Grammar: Use the “Sharing Scriptures (numbers)” page of this guide to learn the numbers and the pattern for citing a scripture reference.

Subject	Subject Marker	Object	Marker	Action Verb
이 구절 this verse 몰몬경 Book of Mormon 성경 Bible 선지자 prophet(s)	은 는	하나님의 성품 God's attributes 선지자의 역할 prophet's role 예수 그리스도에 대한 신앙 faith in Jesus Christ 복음의 회복 restoration of the gospel 구주의 사명 the Savior's mission 기도 prayer 침례 baptism 예수 그리스도의 속죄 Jesus Christ's Atonement	을 에 대해 about 를	가르칩니다. teaches 설명합니다. explains 간증합니다. testifies (of) 예언했습니다. prophesied

Subject	Indirect/Direct Object	Question Phrase
그 구절은 that verse 그 것은 that	형제님에게 to you (Brother) 자매님에게 to you (Sister)	왜 중요합니까? why is __ important? 무엇을 의미합니까? what does __ mean?
형제님은 Brother 자매님은 Sister	이 원리를 this principle 이 말씀을 these words	어떻게 적용하실 수 있습니까? how can (you) apply? 어떻게 따르시겠습니까? how will (you) follow?

이 구절을 this verse 이 부분을 this part	읽어 주시겠습니까? will you please read?

Dependent Clause	Object	Marker	Verb Phrase
그 구절을 읽었을 때 When reading that verse	하나님의 사랑 God's love 기도하는 방법 way to pray 신앙 faith 기도에 대한 응답 answer(s) to prayer 하나님의 힘 God's power 현대 선지자 modern prophet(s) 배도 apostasy 예수 그리스도의 속죄 Jesus Christ's Atonement	을 에 대해 about 를	어떻게 느끼셨습니까? how did you feel? 무엇을 배우셨습니까? what did you learn?

Preparation

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

선교 사업	*missionary work*
진짜	*real thing*
삶	*life*
목적	*purpose*
목사	*pastor*
질문	*question*
대답	*answer*
증거	*witness*
의심	*doubt*

Adjectives

옳은	*right / correct*
확실한	*sure / certain*
여러	*several*

Adverbs

너무	*too*
다르게	*differently*
깊이	*deeply*
이렇게	*in this way*
그렇게	*in that way*

Other

에	*in / to*
전	*before*
도	*too*
다	*all*
__처럼	*like __*
그래서	*So,...*
근데	*But,...*
그 다음에	*After that,...*
결국	*eventually*

Verbs

어리다	*to be young*
나오다	*to come out*
혼란스럽다	*to be confused*
모르다	*to not know*
참석하다	*to attend*
많다	*to be many*
생각하다	*to think*
나누다	*to share*
보다	*to see*
달라지다	*to change / alter*
편해지다	*to become calm*
없어지다	*to disappear / go away*
커지다	*to grow bigger*

Teaching Principles

Read and think about Joseph Smith's search for truth in Joseph Smith - History 1:5-6, 8-20. Have you ever felt the way Joseph did or had any similar experiences? How will you help your investigator personally relate to what Joseph Smith experienced so he or she can also find the truth for him or herself?

Review

Immediate Review:

Practice sharing the Joseph Smith story and your own conversion story with another missionary. Look up the words that will enable you to share your own feelings and experiences.

Extra Mile:

Phrases: Use the ***TALL Software*** to find and memorize phrases that will help you share multiple personal experiences with which your investigator can relate.

Grammar: Use the "Conceptual Practice: Glue" and "Past Tense" pages of this guide to learn how to conjugate verbs in past tense and practice sharing the Joseph Smith story.

When / Before	Subject	Object	Marker	Action Verb
어렸을 때 when __ was little (young)	저는 I	옳은 교회 right church 뭐가 진짜인지 what's real 용서 forgiveness	를 에 대해 about	찾고 싶었습니다. wanted to find 혼란스러웠습니다. was confused
학교에 다녔을 때 when I was in school	저도 I, too			몰랐습니다. didn't know
몇년 전에 a few years ago	조셉 스미스는 Joseph Smith	삶의 목적 purpose of life 평안 peace	을	알고 싶었습니다. wanted to know
선교 사업 나오기 전에 before coming on a mission	그분은 he			

Subject	Subject Marker	Dependent Clause	Noun	Marker	Verb
저 I	는	기도했을 때 when __ prayed	질문에 대한 대답 answer to my question(s) 이 교회의 참됨 truthfulness of this church 하나님의 사랑 God's love 삶이 달라지는 것 difference in my life	을	받았습니다. received 얻었습니다. obtained 느꼈습니다. felt
조셉 스미스 Joseph Smith		이 구절을 읽었을 때 when __ read this verse			
		교회에 참석했을 때 when __ attended church	확실한 증거 sure witness	를	
그분 he	은	계명을 지켰을 때 when __ kept the commandments	마음 heart 의심 doubt(s) 신앙 faith	이	편해졌습니다. was calmed / comforted 없어졌습니다. disappeared 커졌습니다. grew (larger)
		선지자를 따랐을 때 when __ followed the prophet			

	Subject	Subject Marker	Verb
그래서 So,	저 I	는	경전을 읽었습니다. read the scriptures 여러 교회에 참석했습니다. attended several churches 너무 많았습니다. there were too many ___. 다 다르게 가르쳤습니다. all taught differently 깊이 생각했습니다. pondered 기도했습니다. prayed 하나님을 봤습니다. saw God 선지자가 되었습니다. became a prophet 신권을 받았습니다. received the priesthood 복음을 나눴습니다. shared the gospel
근데 But,	조셉 스미스 Joseph Smith		
그 다음에 Then/After that,	목사 pastor(s)		
결국에는 Eventually,	그분 he	은	

Subject	Adverb	Verb
형제님도 You, too (Brother)	이렇게 this / this way	느끼실 수 있습니다. can feel
자매님도 You, too (Sister)	그렇게 that / that way	아실 수 있습니다. can know
	저처럼 like me	
	조셉 스미스처럼 like Joseph Smith	

Basic Sentence Structure (active & descriptive verbs)

네
Yes
아니오
No

형제님	은	하나님	을	믿	습니까?
Brother		*God*		*believe*	
하나님	은/는	형제님	을/를	사랑하다	
God	*subject marker (S.M.)*	*Brother*	*object marker (O.M.)*	*to love*	
예수 그리스도		자매님		알다	
Jesus Christ		*Sister*		*to know*	
복음		가족		강화시키다	
gospel		*family*		*to strengthen*	
선지자		예수 그리스도		증거하다	*VS* + ㅂ니다.
prophet		*Jesus Christ*		*to witness (of)*	
몰몬경		진리		가르치다	*VS* + 습니다.
Book of Mormon		*truth*		*to teach*	
경전		기도		응답하다	*VS* + ㅂ니까?
scripture(s)		*prayer*		*to answer / respond*	
성신				자비롭다	*VS* + 습니까?
Holy Ghost				*to be merciful*	
신권				참되다	
priesthood				*to be true*	
				필요하다	
				to be necessary	
				완벽하다	
				to be perfect	

형제님은 하나님을 믿으십니까?
Brother, do you believe in God?
네. 저는 하나님을 믿습니다.
Yes, I believe in God.

자매님은 몰몬경을 읽으십니까?
Sister, do you read the Book of Mormon?
네. 저는 몰몬경을 읽습니다.
Yes, I read the Book of Mormon.
아니오. 저는 성경을 읽습니다.
No, I read the Bible.

Scenario

You are at the church preparing for English class and a man that you have never met comes into the church. He says that he has seen missionaries in the area for a long time, but that he has never talked with them about the church before. He is especially curious as to what you do as a missionary and why you came to Korea.

1. Practice: Working with another missionary, use this sentence pattern to find out a little about the man's beliefs, explain what you do as missionaries, and teach simple truths to help him see how the gospel will bless his life.

2. Re-practice: Keep alternating taking the role of the missionary and the man until you can comfortably explain your purpose and ask a few simple questions.

Additional Scenario(s)

You and your companion invited the man from English class to learn more about the restored gospel and he committed to do so. Last time you met, he asked how your church started so you know he needs to learn about the message of the restoration (the first lesson) and thus understand why our church is different from any other. Help the man understand simple truths from the first lesson using this sentence structure (ex: God loves us, God sends prophets, prophets teach truth, etc.).

있다 and 없다

네
Yes
아니오
No

시간	이	있습니다.
Time		*have.*

시간	이/가	있다
time	*S.M.*	*exists*
질문		없다
question		*does not exist*
종교		
religion		
관심		
interest		
간증		
testimony		
몰몬경		
Book of Mormon		
성경		
Bible		

교회	가	시내	에	있습니다.
Church		*downtown*		*is.*

교회	이/가	시내	에	있다
church	*S.M.*	*downtown*	*in/at*	*exists*
몰몬경		서울		없다
Book of Mormon		*Seoul*		*does not exist*
가족		근처		
family		*neighborhood*		
학교		미국		
school		*America*		
제		집		
I		*house*		
		어디		
		where		
		교회		
		church		

질문이 있으십니까?
Do you have a question?
네. 질문이 있습니다.
Yes, I have a question.
아니오. 질문이 없습니다.
No, I do not have a question.

교회가 근처에 있습니까?
Is the church in the neighborhood?
네. 교회는 근처에 있습니다.
Yes, the church is in the neighborhood.
아니오. 교회는 시내에 있습니다.
No, the church is downtown.

Scenario

You are getting on a bus to go back to your area after a district meeting. There is an empty seat next to a college student, so you sit down next to him and start getting to know him. You find out his name is 이동훈. You want to tell him a bit about your background and ask him a few questions so that he will feel comfortable setting up an appointment to learn about the Restoration.

1. Practice: Working with your companion, one of you take the role of the missionary while the other takes the role of 이동훈 형제님. Use 있다 and 없다 and everything else you've learned so far to briefly explain your background and set up a time and place to meet again.

2. Re-practice: Switch roles and repeat the practice activity until you can do the activity without looking at the board display.

Additional Scenario(s)

이동훈 형제님 said he could meet this weekend but didn't know specifically when he'd be available. You want to call him before he forgets how he felt when he was talking with you and set up a firm appointment so he can start to come closer to Christ. With your companion, practice calling 이동훈 형제님 and setting up an appointment to meet at the church. You'll need to give him directions to the church since he doesn't know where it is.

Sentence Structure (to be)

예수 그리스도	은	구속주	이십니다.
Jesus Christ		*Redeemer*	*Is*

네	예수 그리스도	은/는	구속주	이시다
Yes	*Jesus Christ*	*S.M.*	*Redeemer*	*to be (hon.)*
아니오	하나님		우리의 아버지	이다
No	*God*		*our father*	*to be*
	성신		하나님의 사자	아니다
	Holy Ghost		*God's messenger*	*to not be*
	형제님		예수님의 증인	
	Brother		*witness of Jesus*	
	자매님		하나님의 자녀	
	Sister		*God's child*	
	조셉 스미스		선지자	
	Joseph Smith		*prophet*	
	토마스 에스 몬슨		현대 선지자	
	Thomas S. Monson		*modern prophet*	
	몰몬경		하나님의 말씀	
	Book of Mormon		*God's word*	
	성경		선지자의 가르침	
	Bible		*prophet's teachings*	

저는 하나님의 자녀입니까?
Am I God's child?
네, 자매님은 하나님의 자녀이십니다.
Yes, you are God's child.

예수님은 우리의 아버지이십니까?
Is Jesus our father?
아니오. 우리의 아버지는 하나님이십니다.
No, God is our father.
아니오, 예수님은 구속주이십니다.
No, Jesus is the Redeemer.

Note: 입니다 *works for "is" "am" "are" and attaches directly to the preceding noun with no space or marker in between.*

Function: Asking about and expressing a state of being
Context: Bearing Testimony

Scenario

You just transferred into a new area and are meeting with 이준호 for the first time. 이준호 is a college student who is trying to adjust to life on his own. He was raised Buddhist, but has expressed curiosity about Christianity since he has moved away from home. After getting to know him a bit, you ask what questions he has about Christianity. He responds, "Who is God?"

1. Practice: Work with another missionary to take the role of the missionary and 이준호 형제님. Use the “noun is noun” sentence structure and the other forms you’ve learned to help 이준호 형제님 understand who God and Jesus Christ are, the relationship he has (or can have) with Them, and how God communicates with us.

2. Re-practice: Switch roles, then rotate practice partners and repeat the practice activity.

Additional Scenario(s)

이준호 형제님 is developing a closer relationship with the Savior. The Spirit has testified to him the truthfulness of what you've said, and he is getting more and more excited about the restored gospel. As you follow up with him on his commitments and find out about what’s going on in his life, he starts to tell you about some difficulties he’s been having at school. He asks, “Why is life so frustrating sometimes?”. You decide to take this opportunity to help him understand the plan of salvation. Learning who he is, the purpose of life, etc. will help him see how trials can help him and how the gospel can bring peace and understanding.

Note:

시 is added to a verb stem (VS + (으)시 followed by the conjugation) to honorify, or show respect for, the subject of the sentence. Honorifying people appropriately is an important part of Korean culture and will enable you to demonstrate a love for and understanding of the people you’re serving. It always honorifies the subject, never the object.

To and From (a person)

우리	는	하나님	에게	감사	를	표현합니다.
We		*God*	*to*	*gratitude*		*express.*

네
Yes
아니오
No

하나님
God
우리
we

은/는
S.M.

우리
us
하나님
God

에게
to (a person)
에게서
from (a person)

응답
answer
성신
Holy Ghost
감사
gratitude
축복
blessing
도움
help
우리 마음
our heart(s)
죄
sin
용서
forgiveness
인도
guidance

을/를
O.M.

주다
to give
보내다
to send
드리다
to offer
구하다
to ask (for)
얘기하다
to talk
표현하다
to express
고백하다
to confess
질문하다
to ask a question
받다
to receive

우리는 하나님께 감사를 드립니까?
Do we give thanks to God?
네. 우리는 하나님께 감사를 드립니다.
Yes. We give thanks to God.

우리는 하나님에게서 용서를 받습니까?
Do we receive forgiveness from God?
네. 우리는 하나님에게서 용서를 받습니다.
Yes, we receive forgiveness from God.

Function: Asking about and describing actions and events
Context: Teaching about prayer

Scenario

Mr. Lee has been coming out to the English class in your ward for a number of years. He loves the missionaries and he has a very good impression of the church. However, he has never taken the step to learn about the gospel because he says that he can't fully accept what he's heard about Joseph Smith. You and your companion have decided to talk to him for a few minutes after class to help Mr. Lee learn about prayer.

1. Practice: In pairs, with one missionary taking the role of Mr. Lee and the other the missionary, practice teaching Mr. Lee about prayer using "to" and "from" a person. Help him understand how to pray and how he can know that Joseph Smith really did see God and Jesus Christ.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity several times until you feel comfortable teaching others how to pray.

Additional Scenario(s)

You're meeting with Mr. Lee again and he said that he felt peace of mind when he prayed about Joseph Smith. He still doesn't feel that he knows for sure, but he wants to find out more because of how he felt when he prayed. He asks who Joseph Smith was and what made him so important. Practice using "to" and "from" to help Mr. Lee understand the role of prophets, especially the role Joseph Smith played in the restoration. (ex. "God reveals the gospel to prophets", "God's children receive guidance from prophets", etc.)

Note:

께 *is often used as an honorific form of "to" and shows respect for the person to whom something is being done, given, etc.*

Future Tense (decision)

형제님	은	몰몬경	을	읽	겠습니까?
Brother		*Book of Mormon*		*read*	*will?*

네
Yes
아니오
No

형제님	은/는	몰몬경	을/를	읽다	*VS* + 겠다
Brother	*S.M.*	*Book of Mormon*	*O.M.*	*to read*	*will*
자매님		침례		받다	
Sister		*baptism*		*to receive*	
저		계명		지키다	
I		*commandments*		*to keep*	
		이 메시지의 참됨	에 대해	기도하다	
		truthfulness of this message	*about*	*to pray*	
		팜플렛		공부하다	
		pamphlet		*to study*	
		교회	에	참석하다	
		church	*to (a place)*	*to attend*	
		예수 그리스도		따르다	
		Jesus Christ		*to follow*	
		복음			
		gospel			

자매님, 교회에 참석하시겠습니까?
Sister, will you attend church?
네. 교회에 참석하겠습니다.
Yes, I will atttend church.

형제님, 침례를 받으시겠습니까?
Brother, will you be baptized?
네. 침례를 받겠습니다.
Yes, I will be baptized.
아니오. 일단 침례에 대해 기도하겠습니다.
No, I will pray about baptism first.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending commitment invitations

Scenario

You are teaching 임동선 형제님 for the first time. He is excited to learn about the Savior and wants to know what he needs to do to build a better relationship with God. You've explained that your purpose is to invite and help him come unto Christ and that you'll be extending invitations to guide him in the right direction.

1. Practice: In pairs, with one missionary taking the role of 임동선 형제님 and the other the missionary, practice inviting 임동선 형제님 to make commitments that will help him draw nearer unto God.

2. Re-practice: Switch roles, and then rotate practice partners and repeat the activity until you can extend invitations without help from the board display.

Additional Scenario(s)

임동선 형제님 has been keeping his commitments to read the Book of Mormon and pray, but he still hasn't felt a personal connection to what he's learning. You feel that coming to church will help him see what it looks like to live the gospel and how he can apply what he's learning. Practice explaining what will happen at church and invite him to come to church with you this Sunday.

Future Tense (projection)

하나님	은	형제님	을	위로할	것입니다.
God		*you (Brother)*		*comfort*	*will.*

형제님	은/는			행복하다	*VS* + ㄹ/을 것이다.
Brother	*S.M.*			*to be happy*	*will*
자매님		형제님	을/를	위로하다	
Sister		*Brother*	*O.M.*	*to comfort*	
하나님		자매님		돌봐주다	
God		*Sister*		*to take care of*	
우리		성신		도와주다	
we		*Holy Ghost*		*to help*	
예수 그리스도		하나님의 사랑		느끼다	
Jesus Christ		*God's love*		*to feel*	
복음		평안		얻다	
gospel		*peace*		*to obtain*	
		가족		강화시키다	
		family		*to strengthen*	
		힘	(으)로	축복하다	
		strength	*with / through*	*to bless*	
		영감		인도하다	
		inspiration		*to guide*	
		기도		응답하다	
		prayer		*to answer*	
		자신감			
		self confidence			

제가 하나님의 사랑을 느낄 것입니까?
Will I feel God's love?
네. 형제님은 하나님의 사랑을 느끼실 것입니다.
Yes, you will feel God's love.

하나님은 저의 기도를 응답하실 것입니까?
Will God answer my prayer?
네. 하나님은 자매님의 기도를 응답하실 것입니다.
Yes, God will answer your (Sister's) prayer.

Function: Asking about and describing actions and events
Context: Teaching about life after death

Scenario

You have been meeting with 이진숙 자매님 for about a week and she seems to be struggling to find a desire to make and keep commitments. You and your companion decide to take time to promise lots of blessings to help her see how coming unto Christ will impact her everyday life and thus find the motivation to make the necessary changes to draw closer to God.

1. Practice: Working in pairs, take the role of 이진숙 자매님 and the missionary. Using this future tense form and any other forms you have learned, promise 이진숙 자매님 blessings and invite her to make commitments.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity until you feel comfortable with this future tense form.

Additional Scenario(s)

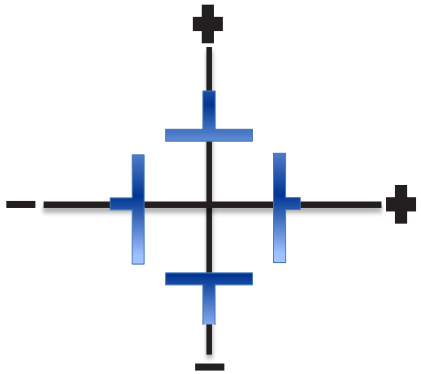
이진숙 자매님 has been trying to keep her commitments and has thus been having more spiritual experiences. She is becoming more open in lessons, and one day tells you that she has asked a lot of people about what happens after we die, but their answers never felt quite right. You want to help her gain peace of mind by knowing God's plan for her. Practice explaining what happens after death, then use the "future tense (decision)" to invite her to find out for herself that this truly is God's plan for His children.

Glue

Glue allows us to use a wider variety of grammar forms (ex. past tense, must form, permission form, softeners, middle form). Up until now you have seen grammar forms that follow the syntax **VS+___.** Now you will begin to see grammar forms that follow the syntax **VS+G+___.** 'G' stands for 'G'lue. There are a few rules that we will be looking at in regards to Glue.

General Idea:

Think of each vowel as part of a coordinate grid.



Let ㅡ and ㅣ and (most) diphthongs also be negative.

The Objective:

We want to have the verb stem end in either a 아 or a 어. If it already ends in one of these vowels, leave it alone (do not add glue). If not, then first remove the 다 in order to get the verb stem. Look at the last vowel and determine whether it is positive or negative. Then add 아 for verb stems ending in a positive vowel (ㅏ,ㅗ) and 어 for verb stems ending in a negative vowel (ㅓ,ㅜ,ㅡ,ㅣ).

Practice:

받다	살다	있다
먹다	믿다	나누다
읽다	가다	오다
보다	찾다	적다
주다	힘들다	나타나다
앉다	좋다	알다
서다	싫다	짧다
죽다	돌아가다	이끌다

Exception 1: 하다 Verbs

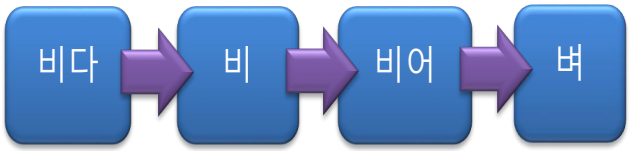
For all verbs that end in 하다, dust the 다 and 하 turns to 해.

Practice:

사랑하다	생각하다	설명하다
준비하다	행복하다	말하다

Exception 2: VS's ending in ㅣ

For verb stems ending with the vowel ㅣ, since ㅣ is negative, add 어. The ㅣ and 어 contract to ㅕ.



Practice:

가르치다	버리다	느끼다
마시다	이다	지키다

Exception 3: "Smash the Slash (—)"

For VS's ending in —, "Smash the Slash" and then add glue based on the last remaining vowel. If there is no vowel to refer to, simply add ㅏ.

Practice:

기쁘다	아프다	모르다
쓰다	크다	슬프다

Exception 4: "ㅐ eats the glue"

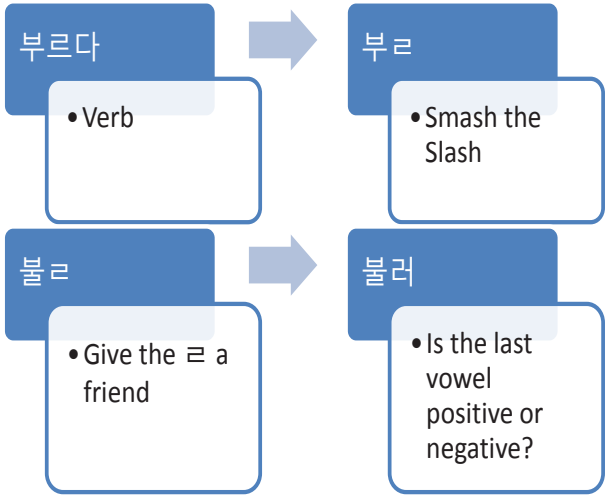
For all VS's ending in ㅐ, do not add glue.

Practice:

빼다	나타내다	새다
깨다	매다	없애다

Exception 5:

For VS's ending in 르…



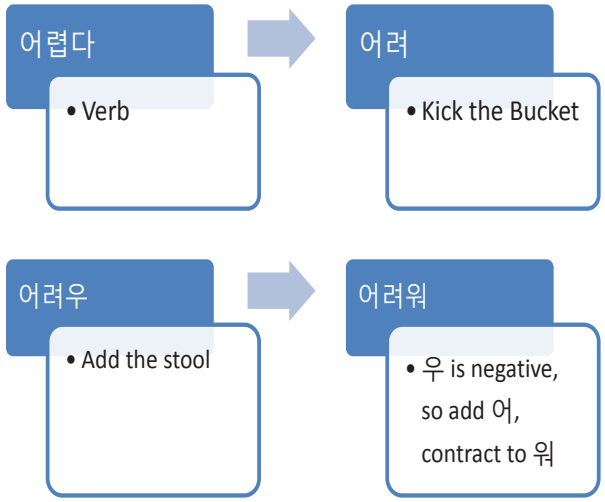
Practice:

기르다	빠르다	흐르다
치르다	모르다	자르다
거르다	다르다	*따르다 = 따라

*You will need to memorize that 따르다 breaks the rule. Instead of being 딸라, it simply turns to 따라 when using glue. This helps us to distinguish between 다르다 (to be different), which follows the rule and becomes 달라.

Exception 6: "Kick the Bucket"

For DVS's ending in a ㅂ…



Practice:

쉽다	놀랍다	무섭다
귀업다	아름답다	덥다

*Remember, this is for DVS only. AVS will follow the regular glue pattern. For example: 잡다 → 잡아, 입다 → 입어, 뽑다 → 뽑아. One common exception is 돕다 → 도와.

Past Tense

조셉 스미스	는	성경	을	공부했습니다.
Joseph Smith		*Bible*		*studied.*

조셉 스미스	은/는	종교	에 대해	혼란스럽다
Joseph Smith	*S.M.*	*religion*	*about*	*to be confused*
하나님		구원		궁금하다
God		*salvation*		*to be curious*
예수 그리스도		성경	을/를	공부하다
Jesus Christ		*Bible*	*O.M.*	*to study*
		하나님		보다
		God		*to see*
		복음		회복하다
		gospel		*to restore*
		신권		받다
		priesthood		*to receive*
		몰몬경		번역하다
		Book of Mormon		*to translate*
		교회		세우다
		church		*to establish*
				기도하다
				to pray

VS + Glue 다
쓰

조셉 스미스는 성경을 번역했습니까?
Did Joseph Smith translate the Bible?
아니오. 조셉 스미스는 몰몬경을 번역했습니다.
No, Joseph Smith translated the Book of Mormon.

하나님께서 교회를 회복하셨습니까?
Did God restore the church?
네. 하나님께서 교회를 회복하셨습니다.
Yes, God restored the church.

Scenario

You just arrived in your first area and are teaching your first lesson with your trainer. 김의준 형제님 has been attending several Christian churches for years and wants to find the true church of Jesus Christ. You feel prompted to share the Joseph Smith story because 김의준 형제님 will be able to relate to Joseph Smith's own search for truth.

1. Practice: Working in companionships, use past tense plus any other grammar and vocabulary you know up to this point to tell the story of Joseph Smith's first vision and the restoration of the gospel with one missionary taking the role of 김의준 형제님.

2. Re-practice: Switch roles, and then rotate practice partners and repeat the activity until you can share the story of the restoration with confidence.

Additional Scenario(s)

김의준 형제님 really connected to the story of Joseph Smith finding the truth for himself and has since started reading the Book of Mormon, praying, and coming to church. He's really excited about learning the gospel and is looking forward to learning about the Plan of Salvation because he's wondered a lot about where we came from and why we're here on Earth. Use the past tense form to teach 김의준 형제님 about the pre-earth life, the creation, and Adam & Eve. Be sure to focus on what these doctrines mean for 김의준 형제님 and how they answer his question about his purpose in life.

Sharing Scriptures (Numbers)

형제님	은	니파이전서	삼	장	칠	절	을	읽겠습니까?
Brother		*1 Nephi*	*3*	*:*	*7*			*read will?*

저	은/는	니파이전서	일	장	일	절	을/를	읽다
I	*S.M.*	*1 Nephi*		*chapter*		*verse*	*O.M.*	*to read*
우리		니파이후서	이		이			나누다
we		*2 Nephi*						*to share*
형제님		앨마서	삼		삼			좋아하다
Brother		*Alma*						*to like*
자매님		제 삼니파이	사		사			
Sister		*3 Nephi*						
		모로나이서	오		오			
		Moroni						
		요한복음	육		육			
		John						
		야고보서	칠		칠			
		James						
			팔		팔			
			구		구			
			십		십			
			십일		이십			

Sino-Korean Numbers

1	일
2	이
3	삼
4	사
5	오
6	육
7	칠
8	팔
9	구
10	십
11	십일
20	이십
21	이십일
30	삼십
31	삼십일
100	백
1,000	천
10,000	만

자매님, 야고보서 일장 오절을 읽어 주시겠습니까?
Will you read James 1:5?
네. 야고보서 일장 오절을 읽겠습니다.
Yes, I will read James 1:5.

천 팔백 이십년에 조셉 스미스는 하나님을 봤습니까?
Did Joseph Smith see God in 1820?
네. 천 팔백 이십년에 조셉 스미스는 하나님을 봤습니다.
Yes, Joseph Smith saw God in 1820.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Sharing a scriptures

Pure Korean Numbers

1	하나
2	둘
3	셋
4	넷
5	다섯
6	여섯
7	일곱
8	여덟
9	아홉
10	열
11	열하나
20	스물
21	스물하나
30	서른
31	서른하나

Note:
When the Korean numbers 1-4 are followed by a marker, they are contracted to 한, 두, 세, *and* 네.

저	는	형	두	명	있습니다.
I		*older brother*	*2*		*have.*

저	은/는	형	한	명	있다
I	*S.M.*	*boy's older brother*		*person counter*	*to exist*
형제님		오빠	두		이다
Brother		*girl's older brother*			*to be*
자매님		누나	세		
Sister		*boy's older sister*			
가족		언니	네		
family		*girl's older sister*			
		남동생	다섯		
		younger brother			
		여동생	여섯		
		younger sister			
			일곱		
			여덟		
			아홉		
			열		
			몇		
			how many		

가족은 몇 명이십니까?
How many people are in your family?
가족은 여덟 명입니다.
There are 8 people in my family.

형제님, 누나 몇 명 있으십니까?
How many older sisters do you have?
저는 누나 네 명 있습니다.
I have 4 older sisters.

자매님, 오빠가 있으십니까?
Do you have an older brother?
아니오. 저는 오빠가 없습니다.
No, I don't have an older brother.

Time Telling (Numbers)

여덟	시	십오	분	에	만날까요?
8	*:*	*15*		*at*	*meet shall?*

한		일			만나다
두	시	이	분	에	*to meet*
세	*Hour Marker*	삼	*Minute Marker*	*at/on*	방문하다
네		사			*to visit*
다섯		오			가다
여섯		육			*to go*
일곱		칠			오다
여덟		팔			*to come*
아홉		구			이다
열		십			*to be*
열한		십일			
열두		이십			
		이십일			

우리는 감독님을 일곱시 사십오분에 방문하겠습니까?
Are we going to visit the Bishop at 7:45?
네. 일곱시 사십오분에 방문하겠습니다.
Yes, we're going to visit him at 7:45.
아니오. 여덟시에 방문하겠습니다.
No, we'll visit him at 8:00.

다섯시 반에 만날까요?
Shall we meet at 5:30?
네. 다섯시 반에 만납시다.
Yes, let's meet at 5:30.
아니오. 네시 반에 만납시다.
No, let's meet at 4:30.

지금 몇시입니까?
What time is it now?
세시 사십분입니다.
It's 3:40.

Function: Asking and answering questions of time, date, and location
Context: Setting up appointments

Scenario

One of the members in your ward just called you and referred her nephew to you. His name is 이용우 and the member said that he has a lot of interest in learning about the gospel. You need to call him right away and set up an appointment to meet with him.

1. Practice: In pairs, with one missionary taking the role of 이용우 형제님 and the other the missionary, practice calling 이용우 형제님 to set up an appointment. Use numbers and the correct markers to introduce your family, find out about his family, and find a specific time to meet.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity until you don't need to look at the board display.

Additional Scenario(s)

You just transferred to a new area and are meeting with the ward mission leader for the first time. You want to gain his trust and invite the Spirit into his home, but not stay for too long and take up a lot of his time. With your companion, practice introducing yourself and your family, sharing a favorite scripture, then setting an appointment for your first missionary correlation meeting.

Note:
As a general rule, Korean numbers are used when talking about quantity (형 네명 – *4 brothers*, 다섯번 – *5 times*)*;*
Sino-Korean numbers are used as assigned numbers (앨마서 칠장 – *Alma chapter 7*, 이월 – *2nd month (February)*).

Negatives

저	는	교회	에	다니	지 않습니다.
I		*church*	*to*	*attend*	*don't*

저	은/는	교회	에	다니다	*VS* + 지 않다
I	*S.M.*	*church*	*to (a place)*	*to attend*	*do not*
형제님		절		기도하다	*VS* + 지 못하다
Brother		*Buddhist temple*		*to pray*	*cannot*
자매님		하나님	을/를	믿다	
Sister		*God*	*O.M.*	*to believe*	
		몰몬경		읽다	
		Book of Mormon		*to read*	
		성경		이해하다	
		Bible		*to understand*	
		침례		받다	
		baptism		*to receive*	
		성신		느끼다	
		Holy Ghost		*to feel*	
		응답		인식하다	
		answer		*to recognize*	

형제님은 하나님을 믿으십니까?
Do you believe in God?
아니오, 저는 하나님을 믿지 않습니다.
No, I don't believe in God.
아니오, 저는 하나님을 믿지 못하겠습니다.
No, I can't believe in God.

자매님은 성경을 읽으십니까?
Do you read the Bible?
아니오, 저는 성경을 읽지 않습니다.
No, I don't read the Bible.
아니오, 저는 성경을 읽지 못합니다.
No, I cannot read the Bible.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Getting to know someone

Scenario

You're on your way to Zone Conference. It's a 2 hours bus ride, so you and your companion have lots of time to find and teach someone on the bus. You sit down next to an older man named 박성민. After a warm introduction, you decide to get to know 박성민 형제님 a little more by asking him about his religious background.

1. Practice: Work in pairs and have one missionary take the role of the missionary and the other of 박성민 형제님. The missionary will ask 박성민 형제님 about his religious experiences and beliefs and he will respond to each question using the negative form.

2. Re-practice: Switch roles, then rotate practice partners and repeat the practice activity.

Additional Scenario(s)

박성민 형제님 hasn't made much effort in the past to learn about God and thus hasn't had many spiritual experiences. The fact that he's meeting with you shows that he's looking for something, though. Use the negative forms to dig a little deeper by asking him why he doesn't go to church, pray, read the scriptures, etc. By finding out more about his reasons for not doing these things, you can better understand any concerns he has, negative experiences he may have had in the past, and what he feels is missing in his life.

Note:
It is important to understand the difference between 지 않다 *(do not) and* 지 못하다 *(cannot). For example:*

저는 몰몬경을 읽지 않았습니다.
I did not read the Book of Mormon. (I chose not to, maybe because I just didn't want to.)

저는 몰몬경을 읽지 못했습니다.
I could not read the Book of Mormon. (I didn't have the chance, maybe I got called in to work unexpectedly.)

Simple Adjectives

몰몬경	은	참된		책		입니다.
Book of Mormon		*true*		*book*		*is.*

몰몬경	은/는	참되다		책		이다
Book of Mormon	*S.M.*	*to be true*		*book*		*to be*
예수 그리스도		충만하다	*DVS* + 은/ㄴ	복음	을/를	가르치다
Jesus Christ		*to be complete/full*		*gospel*	*O.M.*	*to teach*
하나님		완전하다	*VS* + 은/ㄴ *(past)*	모범		가지고 있다
God		*to be perfect*		*example*		*to have/possess*
우리 교회		기도하다	*AVS* + 는 *(present)*	사람		보여주다
our church		*to pray*		*person*		*to show*
조셉 스미스		봉사하다	*VS* + 을/ㄹ *(future)*	교회		인도하다
Joseph Smith		*to serve*		*church*		*to guide*
저		회복되다		신권		축복하다
I		*to be restored*		*Priesthood*		*to bless*
		영원하다		가족		받다
		to be eternal		*family*		*to receive*
		회개하다		육신		믿다
		to repent		*physical body*		*to believe*
						용서하다
						to forgive

형제님은 영원한 가족을 믿으십니까?
Do you believe in eternal families?
네. 저는 영원한 가족을 믿습니다.
Yes, I believe in eternal families.
아니오. 저는 영원한 가족을 믿지 않습니다.
No, I don't believe in eternal families.

조셉 스미스는 회복된 신권을 받았습니까?
Did Joseph Smith receive the restored priesthood?
네. 조셉 스미스는 회복된 신권을 받았습니다.
Yes, Joseph Smith received the restored priesthood.

Function: Asking about and describing objects, people, and their characteristics
Context: Testifying of gospel truths

Scenario

At the end of your first lesson with 최지선 자매님, she asks you what is different about your beliefs and the beliefs of her other Christian friends. You want to share your testimony of God, Jesus Christ, and the Restoration and promise blessings that come from obedience.

1. Practice: Work with another missionary to, using simple adjectives, share your testimony and describe the blessings that 최지선 자매님 can receive from keeping specific commandments.

2. Re-practice: Alternate roles and practice until you feel totally comfortable making each type of adjective in multiple sentences.

Additional Scenario(s)

최지선 자매님 asks you what God and Jesus Christ are like. She admits that one reason she hasn't gone to church in the past is because the impression she gets from some pastors is that God is scary and distant. Use adjectives to help 최지선 자매님 understand what God and the Savior are like, what kind of relationship she can have with Them, and how the Holy Ghost witnesses of Them.

Want To

우리	는	메시지	를	나누	고 싶습니다.
We		*message*		*share*	*want to.*

저	은/는	메시지	을/를	나누다	*VS* + 고 싶다
I	*S.M.*	*message*	*O.M.*	*to share*	*want to*
우리		몰몬경		읽다	
we		*Book of Mormon*		*to read*	
자매님		회복된 복음	에 대해	알다	
Sister		*restored gospel*	*about*	*to know*	
형제님		하나님의 계획		배우다	
Brother		*God's plan*		*to learn*	
하나님		우리	와/과	대화하다	
God		*us*	*with*	*to converse*	
		형제님		만나다	
		Brother		*to meet*	
		자매님		기도하다	
		Sister		*to pray*	
		인생의 목적		가르치다	
		purpose of life		*to teach*	
		교회		돕다	
		church		*to help*	

몰몬경을 읽고 싶습니까?
Do you want to read the Book of Mormon?
네. 저는 읽고 싶습니다.
Yes, I want to read (it).
아니오. 저는 읽고 싶지 않습니다.
No, I do not want to read (it).

형제님은 하나님의 계획에 대해 배우고 싶었습니까?
Did you (Brother) want to learn about God's plan?
네. 저는 하나님의 계획에 대해 배우고 싶었습니다.
Yes, I wanted to learn about God's plan.
아니오. 저는 몰몬경에 대해 배우고 싶었습니다.
No, I wanted to learn about the Book of Mormon.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: How to Begin Teaching

Scenario

You are contacting in the park when you start talking to Mr. 이준호 and his family. At first they don't seem very interested, but as you ask about their baby and show sincere love, they begin to open up. You learn that they don't have much of a Christian background, but that they have heard about the Church. They are very impressed with your desire to serve and seem willing to meet again.

1. Practice: Work in pairs and have one missionary take the role of the missionary and the other 이준호 형제님. Using the "want" form, ask what he wants to learn/know, tell them more about what you want to share with them, and express a desire to meet again. 이준호 형제님 will use this form to tell the missionary what he wants to learn, etc.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

이준호 형제님 is not sure when he'll have time to meet, but he says they have time now. While their kids continue to run around and play, you sit down with 이준호 형제님 and his wife at a nearby picnic table. Take time to ask more about their desires to learn about the gospel ("Why do you want to learn about God?"), explain your purpose as a missionary, and explain what they will want to do as a result of learning about the restored gospel.

Must / Need to

우리	는	하나님	을	신뢰해	야 됩니다.
We		*God*		*trust*	*must*

우리	은/는	하나님	을/를	신뢰하다	*VS* + G + 야 되다
we	*S.M.*	*God*	*O.M.*	*to trust*	*must / have to*
자매님		침례		받다	
Sister		*baptism*		*to receive*	
형제님		계명		지키다	
Brother		*commandments*		*to keep*	
모든 사람		복음	에 대해	알다	
everyone		*gospel*	*about*	*to know*	
		몰몬경		기도하다	
		Book of Mormon		*to pray*	
		예수 그리스도		배우다	
		Jesus Christ		*to learn*	
		서로		사랑하다	
		each other		*to love*	
				공부하다	
				to study	
				따르다	
				to follow	
				용서하다	
				to forgive	
				회개하다	
				to repent	

모든 사람은 침례를 받아야 됩니까?
Does everyone have to be baptized?
네. 모든 사람은 침례를 받아야 됩니다.
Yes, everyone has to be baptized.

저는 계명에 대해 배워야 됩니까?
Do I need to learn about the commandments?
네. 모든 사람은 계명에 대해 배워야 됩니다.
Yes, everyone needs to learn about the commandments.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about commandments, following up

Scenario

You've been meeting with a middle-aged man named 김호길 형제님 for the past two weeks. He has recently lost his job and as a result, he moved back in with his parents and spends most of his time working out at the gym or looking for work. Despite his large amount of free time, he still struggles with keeping his commitments by saying that he is always "too busy."

1. Practice: Working in pairs, one missionary will take the role of the missionary and the other 김호길 형제님. Use the "must" form, in addition to everything else you've learned, to help 김호길 형제님 understand the qualifications for receiving blessings and help from God. Promise him blessings so he'll feel God's love and realize how much the gospel will help him.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

You meet with 김호길 형제님 the following day and when you ask what he learned while reading the Book of Mormon, he admits he did not read yesterday. He asks, "Why do you keep telling me to do these things?". You decide to teach him about the commandments so he understand that these instructions are from God, not you, and that he must choose to follow Christ for himself. Use the "must" form to teach a commandment that will help 김호길 형제님 start to experience the blessings that come from choosing to follow Christ.

Note:

VS + G + 야되다 *is more common, but VS + G +* 야 하다 *is also used. So "*모든 사람은 회개해야 됩니다. *" and "*모든 사람은 회개해야 합니다. *" mean the same thing.*

Can and Cannot

형제님	은	조셉 스미스	처럼	하나님	에게	질문할	수 있습니다.
You (Brother)		*Joseph Smith*	*like*	*God*	*to*	*ask*	*can.*

형제님	은/는	조셉 스미스	처럼	하나님	에게	질문하다	*VS* + 을/ㄹ 수 있다
Brother	*S.M.*	*Joseph Smith*	*like*	*God*	*to (a person)*	*to ask (a question)*	*can*
자매님		하나님		계시		되다	
Sister		*God*		*revelation*		*to become*	*VS* + 을/ㄹ 수 없다
우리		니파이		용서	을/를	받다	*cannot*
we		*Nephi*		*forgiveness*	*O.M.*	*to receive*	
		앨마		침례		순종하다	
		Alma		*baptism*		*to obey / be obedient*	
		예수 그리스도		신앙		행사하다	
		Jesus Christ		*faith*		*to exercise*	
		우리		용기		가지다	
		us		*courage*		*to have*	
		이 사람들		복음의 참됨		알다	
		these people		*truthfulness of the gospel*		*to know*	
		아담과 이브		평안		누리다	
		Adam and Eve		*peace*		*to enjoy*	
				개종		경험하다	
				conversion		*to experience*	
				시련		극복하다	
				trial(s)		*to overcome*	
				하나님의 축복		보다	
				God's blessings		*to see*	

제가 앨마처럼 용서를 받을 수 있습니까?
Can I receive forgiveness like Alma?
네. 형제님은 앨마처럼 용서를 받으실 수 있습니다.
Yes, like Alma, you can be forgiven.

장로님은 하나님을 볼 수 있으십니까?
Can you see God?
아니오. 저는 하나님을 볼 수 없습니다.
No, I cannot see God.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Setting up an appointment and promising blessings

Scenario

You just asked 안기범 형제님 how he felt when reading the Book of Mormon. He said simply, “It’s good.” He doesn’t seem to have gotten much from his reading and you and your companion feel that he is struggling to personally relate to what he’s been reading. You decide to help him “liken the scriptures” to his own life.

1. Practice: Working in pairs, take the role of 안기범 형제님 and the missionary. Choose a scripture passage or story you recently shared with an investigator with which you can practice. Using the can form, help 안기범 형제님 understand how this scripture relates to his life so he can start feeling excited about reading on his own.

2. Re-practice: Switch roles, and then rotate practice partners and repeat the activity.

Additional Scenario(s)

안기범 형제님 admits in your next lesson that he isn’t very motivated to keep his commitments because he doesn’t think he can ever be good as you and the church members he’s met because of mistakes he’s made. Use the can/cannot form to help 안기범 형제님 understand what he can do and become through the Atonement. You may consider using a scriptural story, personal experience, etc. to help him understand his potential and the Savior’s role in helping us.

Have You Ever

형제님	은	몰몬경	에 대해	들어	본 적이 있습니까?
Brother		*Book of Mormon*	*about*	*hear*	*have ever?*

형제님	은/는	교회	에	가다	*VS* + G+ 본 적이 있다
Brother	*S.M.*	*church*	*to (a place)*	*to go*	*have*
자매님		몰몬경		기도하다	*VS* + G+ 본 적이 없다
Sister		*Book of Mormon*		*to pray*	*have never*
저		성경	을/를	읽다	
I		*Bible*	*O.M.*	*to read*	
		우리 교회		듣다	
		our church		*to hear*	
		조셉 스미스	에 대해	배우다	
		Joseph Smith	*about*	*to learn*	
		속죄		생각하다	
		Atonement		*to think*	
		인생의 목적			
		life's purpose			

자매님, 몰몬경에 대해 들어 보신 적이 있습니까?
Sister, have you ever heard about the Book of Mormon?
네. 몰몬경에 대해 들어 봤습니다.
Yes, have heard of the Book of Mormon.
아니오. 몰몬경에 대해 들어 본적이 없습니다.
No, I haven't heard of the Book of Mormon.

형제님, 성경을 읽어 보신 적이 있습니까?
Have you ever read the Bible?
네. 저는 성경을 읽어 본 적이 있습니다.
Yes, I've read the Bible.
아니오. 저는 성경을 읽어 본적이 없습니다.
No, I've never read the Bible.

The 시 *in* 신 *(*들어 보신 적이 있습니까?*)* ***makes the form honorific.***

Function: Narrating experiences and telling stories
Context: Asking questions to find out needs

Scenario

You and your companion are teaching 박병규 형제님 for the first time. He is a member referral and you don't know about his religious background. In order to find out how to help him come unto Christ, you need to ask questions to understand his past religious experiences so that you can identify his needs.

1. Practice: In pairs, take the roles of 박병규 형제님 and the missionary. Practice asking questions using the "have you ever" form to find out 박병규 형제님's needs by asking about his religious background and experiences.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity until you can ask questions without looking at the board display.

Additional Scenario(s)

You want to help 김선우 형제님, the member who introduced you to 박병규 형제님, become more involved in helping 박병규 형제님 come unto Christ because of how much it will help both of them deepen their conversion. You are meeting with 김선우 형제님 to invite him to participate actively in lessons and to help 박병규 형제님 outside of lessons, as well. Practice using this form to find out about 김선우 형제님's conversion story so you can help him see how his experiences can help 박병규 형제님.

Note:

에 *is used to describe a location, destination, etc. It is commonly used with descriptive verbs and verbs like* 가다, 오다, 있다. *For example,*

저는 교회에 가고 있습니다.

I am going to the church.

에서 *(in addition to meaning "from") is also used to describe the site or location where an action takes place. It is used with verbs like* 봉사하다, 가르치다, 공부하다. *For example,*

예수그리스도께서 성전에서 가르치셨습니다.

Jesus Christ taught in the temple.

Asking Permission

저희	가	몰몬경	을	드려	도 됩니까?
we		*Book of Mormon*		*offer*	*may?*

제	가	몰몬경	을/를	드리다	*VS* + *G* + 도 되다
I	*S.M.*	*Book of Mormon*	*O.M.*	*to offer*	*may*
저희		메시지		나누다	
we		*message*		*to share*	
		집	에	들어가다	
		house	*to*	*to enter (go in)*	
		화장실		가다	
		restroom		*to go*	
		교회		만나다	
		church		*to meet*	
		가족	과	기도하다	
		family	*with*	*to pray*	
		부모님		방문하다	
		parents		*to visit*	
				악수하다	
				to shake hands	

Note:
When not granting permission, you will use the form
VS + (으)면 안되다.

제가 화장실에 가도 됩니까?
May I go to the restroom?
네. 장로님은 화장실에 가셔도 됩니다.
Yes, you may go to the restroom.
아니오. 장로님은 지금 화장실에 가면 안 됩니다.
No, you may not go to the restroom right now.

악수해도 됩니까?
May I shake your hand?
네. 악수해도 됩니다.
Yes, you may shake my hand.
아니오. 악수하면 안됩니다.
No, you may not shake my hand.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Requesting or commanding

Scenario

Your ward mission leader and his family have invited you over for dinner so you can get to know a non-member friend of theirs. You want to make a good first impression, so you are careful to show respect by asking permission to do things with which the friend may be uncomfortable.

1. Practice: Working in pairs, take the role of the missionary and someone else at dinner. Use the permission form to politely ask if you may come in, pray, visit the friend, etc.

2. Re-practice: After you have both practiced asking for and obtaining permission once, rotate and practice with other missionaries in the district until you can ask for permission without looking at the board display.

Additional Scenario(s)

You are knocking doors after an appointment fell through and a nice old man opens the door and hesitantly starts talking to you. After getting to know him, ask for his permission to enter his home, shake his hand, share a message, etc. so that he understands your intentions but doesn't feel that you are being too forceful.

Adverbs

예수 그리스도	는	제자	를	친절하	게	가르쳤습니다.
Jesus Christ		*disciples*		*kind*	*ly*	*taught*

몰몬경
Book of Mormon
팜플렛
pamphlet
예수 그리스도
Jesus Christ
하나님
God
우리
we

은/는
S.M.

복음
gospel
제자
disciple(s)
침례
baptism
계명
commandments
우리
us
죄
sin
안식일
sabbath day
성약
covenants

을/를
O.M.

에
to

간단하다
to be simple
친절하다
to be kind
겸손하다
to be humble
완벽하다
to be perfect/complete
기쁘다
to be joyful
진지하다
to be sincere
거룩하다
to be holy
새롭다
to be new
정직하다
to be honest
자비롭다
to be merciful

VS + 게
adverb

설명하다
to explain
가르치다
to teach
받다
to receive
순종하다
to obey
도와주다
to help
회개하다
to repent
지키다
to keep
맺다
to make
기도하다
to pray
속죄하다
to atone
이해하다
to understand

저는 어떻게 기도해야 됩니까?
How do I need to pray?
자매님은 정직하게 기도하셔야 됩니다.
You need to pray honestly.

예수 그리스도는 저를 완벽하게 이해하십니까?
Does Jesus Christ understand me completely?
네. 예수 그리스도는 형제님을 완벽하게 이해하십니다.
Yes, Jesus Christ understands you completely.

Function: Asking about and describing actions and events
Context: Explaining your purpose as a missionary

Scenario

You were on your way to an appointment and had a few minutes before you needed to be there. You and your companion decided to talk to a man you saw sitting in the park. You find out his name is 한인상, that he is a college student studying psychology, and that he has heard a lot about Christianity but has some questions. He tells you he wants to understand who Jesus was and what He taught His followers to do.

1. Practice: Working in pairs, one of you take the role of 한인상 형제님 and the other the missionary. Using adverbs and the other forms you've learned so far, help 한인상 형제님 learn more about who God and Jesus Christ are, what They want for us, and what they expect of us.

2. Re-practice: Switch roles, and then rotate practice partners and repeat the activity.

Additional Scenario(s)

한인상 형제님 liked what he learned and felt in the park and agreed to meet with you again. In the lesson he asks, "Why would you two leave your families, college, and everything else to talk about your religion with people you don't even know?". Use adverbs to share your conversion story and help 한인상 형제님 understand why you wanted to serve a mission.

Note:

This is the most common way to conjugate a verb as an adverb, but there are several ways to make adverbs in Korean. Which one you use depends on the type of verb being conjugated as an adverb, whether or not the adverb is a part of a larger grammar form, and context. See the "기초문법" section on adverbs for a more extensive explanation and for examples.

About

우리	는	몰몬경	에 대해		가르치겠습니다.
We		*Book of Mormon*	*about*		*teach will*

우리	은/는	하나님	에 대해		가르치다
we	*S.M.*	*God*	*about*		*to teach*
선교사		예수 그리스도			얘기하다
missionaries		*Jesus Christ*			*to talk*
형제님		복음			기도하다
Brother		*gospel*			*to pray*
자매님		몰몬경		어떻게	생각하다
Sister		*Book of Mormon*		*how*	*to think*
		침례			느끼다
		baptism			*to feel*
		성신		무엇(을)	알다
		Holy Ghost		*what*	*to know*
		조셉 스미스			배우다
		Joseph Smith			*to learn*
		선지자			모르다
		prophet			*to not know*
		속죄			
		Atonement			

오늘 우리는 조셉 스미스에 대해 얘기하겠습니까?
Are we going to talk about Joseph Smith today?
네. 오늘 우리는 조셉 스미스에 대해 얘기하겠습니다.
Yes, we're going to talk about Joseph Smith today.
아니오. 오늘 우리는 속죄에 대해 얘기하겠습니다.
No, today we're going to talk about the Atonement.

자매님, 몰몬경에 대해 기도하시겠습니까?
Will you pray about the Book of Mormon?
네. 저는 몰몬경에 대해 기도하겠습니다.
Yes, I will pray about the Book of Mormon.
아니오. 저는 몰몬경에 대해 기도하지 않겠습니다.
No, I won't pray about the Book of Mormon.

Function: Asking about and describing actions and events
Context: Asking questions about gospel principles

Scenario

Your ward mission leader has invited you over to his home to meet a friend of his who wants to learn about the church. You meet 김태수 형제님 and know that he has had some exposure to the church, but want to get a feeling for how much he knows about the church and what kinds of spiritual experiences he's had.

1. Practice: Working with your companion, take the roles of 김태수 형제님 and the missionary. Practice asking 김태수 형제님 about his religious background and giving him an overview of the message you share.

2. Re-practice: Switch roles and repeat the practice activity until you are comfortable using the "about" form.

Additional Scenario(s)

After getting to know 김태수 형제님, you invited him to read the introduction to the Book of Mormon and meet with you again. He agreed and you are meeting with him and the ward mission leader for the second time. You want to follow-up on his commitment to read the Book of Mormon and help him understand the impact it can have on his life. Use the "about" form to ask 김태수 형제님 what he learned, how he felt, etc. when reading the Book of Mormon and to invite the ward mission leader to share his thoughts, feelings, etc. about the Book of Mormon.

About (adjective)

몰몬경	은	예수 그리스도	에 대한	책		입니다.
Book of Mormon		*Jesus Christ*	*about*	*book*		*is.*

몰몬경	은/는	예수 그리스도	에 대한	것		이다
Book of Mormon	*S.M.*	*Jesus Christ*	*about / of / in*	*thing*		*to be*
저		침례		책	을/를	나누다
I		*baptism*		*book*	*O.M.*	*to share*
우리		영원한 가족		메시지		전하다
we		*eternal family*		*message*		*to convey*
순종		하나님		사랑		나타내다
obedience		*God*		*love*		*to show*
회개		성신의 역할		신앙		가져오다
repentance		*role of the Holy Ghost*		*faith*		*to bring*
		복음의 회복		믿음		담고 있다
		restoration of the gospel		*belief*		*to contain*
		현대 선지자		간증	이/가	있다
		modern prophet		*testimony*	*S.M.*	*to exist*
		속죄		가르침		
		Atonement		*teachings*		
				증거		
				witness		

회개는 예수 그리스도에 대한 신앙을 나타냅니까?
Does repentance show faith in Jesus Christ?
네. 회개는 예수 그리스도에 대한 신앙을 나타냅니다.
Yes, repentance shows faith in Jesus Christ.

우리는 가족에 대한 메시지를 나누겠습니까?
Are we going to share a message about families?
네. 우리는 가족에 대한 메시지를 나누겠습니다.
Yes, we're going to share a message about families.
아니오. 우리는 침례에 대한 메시지를 나누겠습니다.
No, we're going to share a message about baptism.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Book of Mormon

Scenario

You see a man sitting in a park and have a few minutes before your next appointment, so you decide to talk to him. He is kind and tells you that he has read the Bible but has never heard of the Book of Mormon or the Church of Jesus Christ of Latter-day Saints.

1. Practice: Work with another missionary to take the role of the investigator and the missionary. Simply explain what the Book of Mormon is and what it teaches, then share your testimony of the Book of Mormon and of the restored gospel.

2. Re-practice: Switch roles and partners so you are not working with the same person the second time around, and go through the scenario a second time.

Additional Scenario(s)

The man asks you to come back after your appointment so he can learn more about your message. You return to the park and find him excited to keep talking to you. Use this “about” form to follow the principles of “How to Begin Teaching” and find out about his beliefs and questions, help him understand your purpose, and give an overview of your message.

With

형제님	은	가족	과 함께	몰몬경	을	공부하겠습니까?
Brother		*family*	*with*	*Book of Mormon*		*study will?*

형제님
Brother
자매님
Sister
선생님
teacher / Mr.
저
I

은/는
S.M.

가족
family
부모님
parents
친구
friend
우리
us
아내
wife
남편
husband

\+ 과 함께
with (consonants)

\+ 와 함께
with (vowels)

몰몬경
Book of Mormon
성경
Bible
교회
church
침례
baptism
지혜의 말씀
Word of Wisdom
복음
gospel
구주의 가르침
Savior's teachings
화목
harmony
평화
peace
신뢰감
sense of trust

을/를
O.M.

에
to (a place)

대로
according to

공부하다
to study
기도하다
to pray
참석하다
to attend
받다
to receive
살다
to live
누리다
to enjoy

자매님, 남편과 함께 교회에 참석하시겠습니까?
Sister, will you attend church with your husband?
네. 저는 남편과 함께 교회에 참석하겠습니다.
Yes, I will attend church with my husband.
아니오. 참석하지 않겠습니다.
No, I will not.

형제님, 친구와 함께 침례를 받으시겠습니까?
Brother, will you be baptized with your friends?
네, 저는 친구와 함께 침례를 받겠습니다.
Yes, I will be baptized will my friends.
아니오. 저는 친구와 함께 침례를 받지 않겠습니다.
No, I will not be baptized with my friends.

Function: Asking about and describing actions and events
Context: Asking about background, extending invitations

Scenario

강대숙 자매님 called you after seeing an English flier you put in front of her apartment complex a week ago. She is married with two kids. She loves the church's focus on families, but up until now she has been hesitant to invite any of her friends or family to join her in meeting with you.

1. Practice: Work in pairs and have one missionary take the role of the missionary and the other 강대숙 자매님. Using the "with" form, help 강대숙 자매님 understand the blessings that will come to her and her family by coming unto Christ, then invite her to keep a commitment that will help her include her friends and family in her spiritual progression.

2. Re-practice: Switch roles, then rotate practice partners and repeat the practice activity.

Additional Scenario(s)

After your last lesson, 강대숙 자매님 asked her husband to make time to meet with you and he said he would try it out. You want to help him see how much the gospel will bless and strengthen his family. Practice teaching 강대숙 자매님 and her husband how to hold family home evening. Talk about your experience having family home evening with your family (what you did, how it helped, etc.) to help them get excited about this inspired church program.

Note:

This form is actually a combination of two words: with (와/과), and together (함께). These are often used together, but can also be used separately.

N+와/과 *: means "with". For example,*

우리는 하나님과 대화할 수 있습니다.
We can communicate with God.

함께 *: means "together". For example,*

함께 공부합시다.
Let's study together.

For (the good of / in behalf of)

예수 그리스도	는	우리를	위해	돌아가셨습니다.
Jesus		*us*	*for*	*died*

예수 그리스도 *Jesus* 구주 *Savior* 우리 *we*	은/는 *S.M.*	우리 *us* 모든 사람 *all people* 형제님 *Brother* 자매님 *Sister* 가족 *family*	*N* + 을/를 위해 *for*	돌아가시다 *to die (hon.)* 속죄하다 *to atone* 기도하다 *to pray* 희생하다 *to sacrifice*

하나님	은	우리	를 위한	계획	을	마련했습니다.
God		*us*	*for*	*plan*		*provided*

하나님 *God* 선지자 *prophets* 우리 *we*	은/는 *S.M.*	우리 *us* 하나님의 자녀 *children of God* 구도자 *investigator* 조상 *ancestors*	*N* + 을/를 위한 *for (adjective)*	계획 *plan* 계시 *revelation* 계명 *commandment* 의식 *ordinance*	을/를 *O.M.*	마련하다 *to provide* 받다 *to receive* 주다 *to give* 집행하다 *to perform*

예수님은 모든 사람을 위해 속죄하셨습니까?
Did Jesus atone for all people?
네, 예수 그리스도는 모든 사람을 위해 속죄하셨습니다.
Yes, Jesus atoned for all people.

선지자는 하나님의 자녀를 위한 계시를 받습니까?
Do prophets receive revelation for God's children?
네, 선지자는 하나님의 자녀를 위한 계시를 받습니다.
Yes, prophets receive revelation for God's children.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the Plan of Salvation

Scenario

You and your companion were looking through your area book when you found 박태현 형제님's old teaching record from a year ago. After you call and introduce yourself, he agrees to meet with the missionaries again. Before your first lesson, you noticed the reason he stopped meeting the missionaries was because he never understood how Christ could help him or how the Atonement would make a difference in his everyday life.

1. Practice: Working in pairs, take the roles of the missionary and 박태현 형제님. Using the "for" form, and everything else you've learned so far, help him understand the Savior's role and what he can do to experience the blessings of the Atonement in his life.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

박태현 형제님 understood what you were teaching very well, and is now curious as to our relationship with Heavenly Father. Using the "for" form, help him understand the principle of the pre-earth life, especially the purpose of the plan of salvation, and what God has given to help us return to live with Him (scriptures, prophets, etc.).

Through (nouns)

기도	를 통해서	우리	는	성신	을	느낍니다.
prayer	*through*	*we*		*Holy Ghost*		*feel.*

기도	을/를 통해(서)	우리	은/는	성신	을/를	느끼다
prayer	*through*	*we*	*S.M.*	*Holy Ghost*	*O.M.*	*to feel*
성신		하나님		용서		받다
Holy Ghost		*God*		*forgiveness*		*to receive*
속죄		형제님		인도		누리다
Atonement		*Brother*		*guidance*		*to enjoy*
몰몬경		자매님		평안		얻다
Book of Mormon		*Sister*		*peace*		*to obtain*
구주의 가르침				계시		인도하다
The Savior's teachings				*revelation*		*to guide*
회복된 복음				우리	와/과	대화하다
restored gospel				*us*	*with*	*to converse*
순종				하나님		가까워지다
obedience				*God*		*to become closer*
회개				가족		보호하다
repentance				*family*		*to protect*
계명				삶의 질		향상시키다
commandment(s)				*quality of life*		*to improve*
				하나님에 대한 사랑		나타내다
				love for God		*to show*

속죄를 통해 우리는 용서를 받을 수 있습니까?
Through the Atonement, can we be forgiven?
네. 속죄를 통해 우리는 용서를 받을 수 있습니다.
Yes, we can be forgiven through the Atonement.

기도를 통해서 우리는 계시를 받습니까?
Do we receive revelation through prayer?
네. 기도를 통해서 우리는 계시를 받습니다.
Yes, we receive revelation through prayer.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Promising and explaining blessings

Scenario

You met 김진우 형제님 on the street and invited him to learn more about the restored gospel. He came to your appointment and listened intently to the lesson. However, when you invited him to read the Book of Mormon and pray about it, he said he was busy and wouldn't have time.

1. Practice: Work in pairs to take the role of the missionary and 김진우 형제님. Discuss the blessings he will receive through learning about and living the gospel, especially by reading the Book of Mormon and praying about it, using the "through" form.

2. Re-practice: Switch roles, then rotate practice partners and repeat the practice activity.

Additional Scenario(s)

김진우 형제님 read the introduction to the Book of Mormon and, when you followed-up today, told you that the part about how it will teach him what he needs to do to "gain peace in this life" really stood out. He asks, "What do I need to do to feel more peace in my life?". Use the "through" form to simply teach the doctrine of Christ and help 김진우 형제님 see how those principles will help him.

Through / By Doing

저	는	몰몬경	을	읽	음으로써	계시	를	받습니다.
I		*Book of Mormon*		*read(ing)*	*through*	*revelation*		*receive.*

저	은/는	몰몬경	을/를	읽다	*VS* + 음/ㅁ 으로써	응답	을/를	받다
I	*S.M.*	*Book of Mormon*	*O.M.*	*to read*	*through / by*	*answer*	*O.M.*	*to receive*
형제님		계명		지키다		하나님의 사랑		느끼다
Brother		*commandment*		*to keep*		*God's love*		*to feel*
자매님		성찬		취하다		계시		얻다
Sister		*sacrament*		*to partake*		*revelation*		*to obtain*
우리		교회	에	다니다		성신		따르다
we		*church*	*to*	*to attend*		*spirit*		*to follow*
		복음		공부하다		용서		기억하다
		gospel		*to study*		*forgiveness*		*to remember*
		선지자		따르다		구원		맺다
		prophet		*to follow*		*salvation*		*to make*
		침례		받다		평화		새롭게 하다
		baptism		*to receive*		*peace*		*to renew*
				기도하다		예수 그리스도		
				to pray		*Jesus Christ*		
						성약		
						covenant(s)		

형제님은 침례를 받음으로써 예수 그리스도를 따르시겠습니까?
Will you follow Jesus Christ by (through) being baptized?
네. 저는 침례를 받음으로써 예수 그리스도를 따르겠습니다.
Yes, I will follow Jesus Christ by being baptized.
아니오. 저는 침례를 받지 않겠습니다.
No, I will not be baptized.

우리는 성찬을 취함으로써 용서를 받을 수 있습니까?
Can we be forgiven through partaking of the sacrament?
네. 우리는 성찬을 취함으로써 용서를 받을 수 있습니다.
Yes, we can be forgiven through partaking of the sacrament.

Function: Asking and answering questions of cause and effect
Context: Testifying and challenging others to keep commitments

Scenario

You have been teaching 최광현 형제님 for a week or so and in the middle of a lesson he asks: “How are you two so happy?” He expresses a desire to learn what he needs to do to find the happiness he sees in you and the church members he’s met.

1. Practice: Work with another missionary and practice using the “through doing” form to tell 최광현 형제님 how he can receive specific blessings and follow the Savior’s example.

2. Re-practice: Keep alternating taking the role of the missionary and 최광현 형제님 until you can explain how he can receive the peace and blessings of the gospel in your own words and without looking at the board display.

Additional Scenario(s)

최광현 형제님 says he really wants to believe what you say, but he just doesn’t feel anything yet. Use this form to share your personal experience of coming to know gospel truths and explain what he can do to receive that same witness. Hearing that you went through the same process of finding out for yourself can help 최광현 형제님 feel more confidence in his ability to gain a testimony. Invite him to do those things that will bring a witness from the Holy Ghost.

Before

우리	는	지상	에	오	기 전에	하나님의 면전	에서	살았습니다.
We		*earth*	*to*	*come*	*before*	*God's presence*	*in*	*lived.*

형제님 은/는
Brother *S.M.*
자매님
Sister
아담과 이브
Adam and Eve
우리
we

하나님의 면전
God's presence
선악과
fruit of good and evil
하나님
God
심판
judgement

을/를
O.M.

태어나다
to be born
떠나다
to leave
먹다
to eat
만나다
to meet
받다
to receive
타락하다
to fall

VS+ 기 전에
before

하나님의 면전
God's presence
인생의 목적
purpose of life
구원의 계획
plan of salvation
복음
gospel
선과 악
good and evil
기쁨
joy
영의 세계
spirit world

에서
in/at (a place)

에 대해
about

을/를
O.M.

살다
to live
배우다
to learn
알다
to know
받아들이다
to accept
모르다
to not know
회개하다
to repent
기다리다
to wait
깨끗해지다
to become clean
부활하다
to be resurrected

아담과 이브는 선악과를 먹기 전에 기쁨을 알았습니까?
Before Adam and Eve ate the forbidden fruit, did they know joy?
아니오. 아담과 이브는 선악과를 먹기 전에 기쁨을 몰랐습니다.
No, before Adam and Eve ate the forbidden fruit, they didn't know joy.

저는 태어나기 전에 하나님과 살았습니까?
Did I live with God before I was born?
네. 형제님은 태어나기 전에 하나님과 사셨습니다.
Yes, you lived with God before you were born.

Scenario

You just got transferred and you're on the subway on the way to your new apartment. You start talking to a college student sitting next to you named 김민준. He expresses his frustration with school because he doesn't feel like it should be this hard and wonders why he should keep trying. You feel that you need to help him feel comfortable talking with you and then teach a bit about the Plan of Salvation.

1. Practice: Working in pairs, one missionary will take the role of the missionary and the other 김민준 형제님. Using the "before" form and everything else you've learned so far, tell 김민준 형제님 a bit about your background so that he feels comfortable with you, and teach him about the Plan of Salvation so he understands God's plan for him.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

As you're talking, 김민준 형제님 asks what makes your church different than other churches he's seen. You tell him that you are a missionary from the restored church of Jesus Christ and he asks why the church needed to be restored. Use the "before" form to help 김민준 형제님 understand the Savior's earthly ministry, the great apostasy, and the contrast between conditions before the restoration and now that we have the fullness of gospel, the priesthood, etc.

After

조셉 스미스	는	성경	을	읽	은 후에			기도했습니다.
Joseph Smith		*Bible*		*read*	*after*			*prayed.*

조셉 스미스	는	성경	을/를	읽다	*VS* + ㄴ/은 후에	선지자 부름	을/를	받다
Joseph Smith	*S.M.*	*Bible*	*O.M.*	*to read*	*after*	*calling of prophet*	*O.M.*	*to receive*
		하나님		보다		핍박		기도하다
		God		*to see*		*persecution*		*to pray*
		신권		받다		교회		조직하다
		priesthood		*to receive*		*church*		*to organize*
		금판		기도하다		복음	에 대해	가르치다
		gold plates		*to pray*		*gospel*	*about*	*to teach*
		시현	에 대해	간증하다		예수 그리스도		증거하다
		vision	*about*	*to testify of*		*Jesus Christ*		*to witness of*
						천사		보다
						angel		*to see*
				몇년	*N / T* + 후에	침례		번역하다
				a few years	*after*	*baptism*		*to translate*
				그 방문		금판		발견하다
				that visit		*gold plates*		*to discover*
						몰몬경		배우다
						Book of Mormon		*to learn*

조셉 스미스는 기도한 후에 하나님과 예수 그리스도를 봤습니까?
After Joseph Smith prayed, did he see God and Jesus Christ?
네, 조셉 스미스는 기도한 후에 하나님과 예수 그리스도를 봤습니다.
Yes, after Joseph Smith prayed, he saw God and Jesus Christ.

조셉 스미스는 신권을 받은 후에 교회를 조직하셨습니까?
Did Joseph Smith organized the church after he received the Priesthood?
네. 조셉 스미스는 신권을 받은 후에 교회를 조직하셨습니다.
Yes, Joseph Smith organized the church after he received the Priesthood.

Function: Narrating experiences and telling stories
Context: Teaching about the Restoration

Scenario

나금숙 자매님 called you yesterday after seeing a flier about the dedication of the new LDS chapel in your area. You were able to set an appointment and are meeting today for the first time. She was raised Catholic, but hasn't gone to church in the last 15 years. As you teach she asks, "How was your church started?"

1. Practice: Working in pairs, have one missionary take the role of the missionary and the other 나금숙 자매님. Using the "after" form, teach about how the gospel and church were restored through the prophet Joseph Smith.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

In your next appointment, 나금숙 자매님 tells you that when she went home and prayed about Joseph Smith's first vision, she felt calm and just felt like what you said was "right". She tells you that one of her biggest concerns with Christianity, though, is that people told her that when you die, you either go to heaven or hell - she just can't see God splitting people into one of two groups like that. She asks what your church teaches about what happens after we die. Use the "after" form to teach about the spirit world, resurrection, etc.

If

형제님	은	몰몬경	을	읽	으면	성신	을	느낄 것 입니다.
Brother		*Book of Mormon*		*read*	*if*	*Holy Ghost*		*feel will*

형제님	은/는	몰몬경	을/를	읽다	*VS* + (으)면	성신	을/를	느끼다
Brother	*S.M.*	*Book of Mormon*	*O.M.*	*to read*	*if*	*Holy Ghost*	*O.M.*	*to feel*
자매님		계명		지키다		용서		받다
Sister		*commandments*		*to keep*		*forgiveness*		*to receive*
우리		예수 그리스도		따르다		하나님의 사랑		인식하다
we		*Jesus Christ*		*to follow*		*God's love*		*to recognize*
저		교회	에	참석하다		계시		얻다
I		*church*	*to a place*	*to attend*		*revelation*		*to obtain*
		침례		받다		축복		누리다
		baptism		*to receive*		*blessing*		*to enjoy*
		하나님의 말씀		공부하다		응답		
		word of God		*to study*		*answer*		
		복음	에 대해	배우다		힘		
		gospel	*about*	*to learn*		*strength*		
				기도하다		자신감		
				to pray		*confidence*		
				회개하다				
				to repent				
				질문하다				
				to ask a question				

몰몬경을 읽으면 응답을 받을 수 있습니까?
If I read the Book of Mormon, can I receive an answer?
네. 몰몬경을 읽으시면 응답을 받으실 것입니다.
Yes, if you read the Book of Mormon, you will receive an answer.

회개하면 용서를 받을 수 있습니까?
Can I be forgiven if I repent?
네. 회개하면 용서를 받으실 것입니다.
Yes, you will be forgiven if you repent.

Function: Asking and answering questions of cause and effect
Context: Promising blessings

Scenario

You are teaching 황희승 형제님 for the second time. He has been quite positive during the lesson, but has been a bit hesitant to commit himself to anything. After teaching about The Book of Mormon and inviting him to pray to know that it is true and that Joseph Smith is a prophet, he hesitates and says, “I’ll try.”

1. Practice: In pairs, with one missionary taking the role of 황희승 형제님 and the other the missionary, practice helping 황희승 형제님 understand what he needs to do to gain a witness that the Book of Mormon is true and promising specific blessings that can come by obtaining this witness. Use this grammar principle, the vocabulary in this board display, and any other vocabulary you may know.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

After you invite 황희승 형제님 to pray, he sits for a minute and says, “Why does it matter if the Book of Mormon is true or if that guy is a prophet?”. You know that for him to really want an answer from God, he needs to understand what difference these truths will make in his daily life. Use this form to help 황희승 형제님 think about how his life would be different if he made these truths a part of his life (ex. “If there is a modern prophet, how would that help you?”). This will give the Holy Ghost an opportunity to teach 황희승 형제님 directly.

When

형제님	은	계명	을	지킬	때	신앙	을	나타내 보입니다.
you		*commandments*		*keep*	*when*	*faith*		*show*

형제님
Brother
자매님
Sister
우리
we

은/는
S.M.

계명
commandment
신앙
faith
침례
baptism
성신의 은사
gift of the Holy Ghost
성찬
sacrament

을/를
O.M.

지키다
to keep
가지다
to have
회개하다
to repent
받다
to receive
취하다
to partake
기도하다
to pray

VS + ㄹ/을 때
when

신앙
faith
예수 그리스도
Jesus Christ
그리스도의 가르침
Christ's teachings
죄 사함
remission of sins
하나님
God
유혹
temptation
죄
sin
하나님의 말씀
God's word
자비
mercy
성약
covenant

을/를
O.M.

나타내 보이다
to show
신뢰하다
to trust
적용하다
to apply
받다
to receive
의지하다
to rely (on)
이기다
to defeat
버리다
to throw away / abandon
믿다
to believe
얻다
to obtain
맺다
to make
새롭게 하다
to renew

제가 회개할 때 자비를 얻을 수 있습니까?
When I repent, can I obtain mercy?
네. 회개하실 때 자비를 얻으실 것입니다.
Yes, when you repent, you will receive mercy.

형제님은 성신의 은사를 받았을 때 어떻게 느끼셨습니까?
How did you feel when you received the gift of the Holy Ghost?
저는 성신의 은사를 받았을 때 평안을 느꼈습니다.
When I received the gift of the Holy Ghost, I felt peace.

Function: Asking and answering questions of cause and effect
Context: Following up and promising blessings

Scenario

You have been meeting 박지성 형제님 for a couple of weeks. Last time you met, you finished talking about the Plan of Salvation and you invited him to read 3 Nephi 27 in preparation for today's lesson. He has always seemed interested in the lessons, but he hasn't kept any of the invitations you have given him because he is busy with soccer practice. You feel that he needs to understand what faith is and what it means to believe in Christ.

1. Practice: In pairs, with one missionary taking the role of 박지성 형제님, use the "when" form, and the other forms you know, to begin teaching about the Gospel of Jesus Christ. You want to emphasize our responsibilities so that 박지성 형제님 understands what he needs to do to return to live with Heavenly Father.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

박지성 형제님 committed to start reading the Book of Mormon and praying daily and has been feeling the Holy Ghost much more in his life. He has been much more enthusiastic about living the gospel and even came to church for all three hours last week. In order to know how to help him keep progressing, you need to find out what God has been teaching him through these spiritual experiences. Use the "when" form to follow-up by asking 박지성 형제님 what he learned and felt, then what he did when he learned/felt those things.

In Order To

성신	을	느끼	기 위해	몰몬경	을	읽	겠습니까?
Holy Ghost		*feel*	*in order to*	*Book of Mormon*		*read*	*will?*

성신
Holy Ghost
응답
answer
침례
baptism
예수 그리스도
Jesus Christ
복음
gospel
메시지
message
성약
covenant

을/를
O.M.

에 대해
about

느끼다
to feel
인식하다
to recognize
받다
to receive
따르다
to follow
배우다
to learn
이해하다
to understand
기억하다
to remember
새롭게 하다
to renew
맺다
to make/form

VS+ 기 위해
to / in order to

몰몬경
Book of Mormon
침례
baptism
계명
commandments
교회
church
성전
temple
성찬
sacrament

을/를
O.M.

에
to

읽다
to read
받다
to receive
순종하다
to obey
참석하다
to attend
준비하다
to prepare
취하다
to partake
기도하다
to pray

침례를 받기 위해 준비하시겠습니까?
Will you prepare to be baptized?
네. 침례를 받기 위해 준비하겠습니다.
Yes, I will prepare to be baptized.
아니오. 준비하지 않겠습니다.
No, I will not.

형제님은 예수 그리스도에 대해 배우시기 위해 교회에 참석하시겠습니까?
Will you (Brother) attend church in order to learn about Jesus Christ?
네. 저는 예수 그리스도에 대해 배우기 위해 교회에 참석하겠습니다.
Yes, I will attend church in order to learn about Jesus Christ.
아니오. 교회에 참석하지 않겠습니다.
No, I will not attend church.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending invitations and promising blessings

Scenario

You are teaching 박태환 형제님 for the second time. He has been Catholic from birth and he doesn't feel like he has ever received an answer to prayer or any kind of spiritual manifestation. During this visit you are reviewing the "pray to know" principle from the first lesson to help him understand how he can learn spiritual truths and receive a spiritual manifestation from God.

1. Practice: In pairs, with one missionary taking the role of 박태환 형제님 and the other the missionary, practice helping 박태환 형제님 learn what he can do to know the truth of the message, then invite him to do those things.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

박태환 형제님 has been keeping his commitment to pray daily and has felt the Spirit more in his life. He wanted his girlfriend to enjoy the same blessings he's been experiencing. You're meeting with him and his girlfriend for the first time and want to help her understand her role in the conversion process. Use the bullet points on pages 176-177 of *Preach My Gospel* as a guide to help her see what she will need to do to come unto Christ.

Note:

VS + 도록 also means in order to, and it can be used almost interchangeably with VS + 기 위해. However, 도록 is more commonly used in prayer.

Because

우리	는	하나님의 자녀	이	기 때문에	그분	이	우리	를	사랑합니다.
We		*God's children*	*are*	*because*	*He*		*us*		*loves.*

하나님	은/는	우리	을/를	사랑하다	*VS* + 기 때문에		계명	을/를	마련하다
God	*S.M.*	*us*	*O.M.*	*to love*	*because*		*commandments*	*O.M.*	*to provide*
예수님		죄값		치르다			구원의 계획		회개하다
Jesus		*price of sin*		*to pay*			*plan of salvation*		*to repent*
우리		전세		잊어버리다			우리의 기도		대답하다
we		*pre-earth life*		*to forget*			*our prayer(s)*		*to answer*
아담과 이브		열매		먹다			그분 (들)	와/과	대화하다
Adam and Eve		*fruit*		*to eat*			*him/her (them)*	*with*	*to converse*
		우리 죄		속죄하다			용서		받다
		our sins		*to atone (for)*			*forgiveness*		*to receive*
		우리 시련		경험하다			우리의 어려움		이해하다
		our trials		*to experience*			*our difficulties*		*to understand*
				자비롭다			신앙		행사하다
				to be merciful			*faith*		*to exercise*
				공의롭다			우리		시험하다
				to be just			*us*		*to test*
				부활하다			선행		보상하다
				to resurrect			*good deeds*		*to reward*
									도와주다
									to help
									쫓겨내다
									to cast out
									부활하다
									to resurrect

					하나님	이/가			
					God	*S.M.*			
					우리				
					we				
					모든 사람				
					all people				
					형제님				
					Brother				
					자매님				
					Sister				

예수님은 죄값을 치르셨기 때문에 자매님이 용서를 받으실 수 있습니다.
You can be forgiven because Jesus paid the price of your sins.

하나님께서 공의롭기 때문에 우리의 선행을 보상하십니다.
Because God is fair, He rewards our good deeds.

Function: Asking and answering questions of cause and effect
Context: Teaching God is Our Loving Heavenly Father

Scenario

You are meeting with 최병대 형제님 for the second time. The first time you met him you got to know him a little bit and discussed his religious background. You found out that he is a Buddhist by birth, but doesn't feel a strong connection to Buddhism, and doesn't know much about God. He has a different view of our eternal journey, though, and is interested in your belief about God's plan for us.

1. Practice: Working in pairs, take the roles of 최병대 형제님 and the missionary. Use the "because" form to teach 최병대 형제님 about Heavenly Father, Jesus Christ, their plan for us, and how they help us accomplish our purpose in life.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

Five weeks after your first appointment, 최병대 형제님 received baptism and is excited about continuing to learn about the gospel. You are transferring away from your area, though, and you want to write a letter to 최병대 형제님 to share your testimony one more time. Use the "because" form to write a letter explaining the events in your life that led to your testimony and conversion.

Note:

The form VS + (으)니까 can be used almost interchangeably with VS + 기 때문에 and is probably more common in everyday conversation, while VS + 기 때문에 is more appropriate in teaching situations. For example:

저는 교회에 이미 다니니까 여러분의 교회에 가지 못 하겠습니다.
I won't be able to go to your church because I already attend a church.

제 친구가 저에게 몰몬경을 주었으니까 몰몬교에 대해 배우고 싶습니다.
My friend gave me a Book of Mormon, so I want to learn about mormonism.

While / As

우리	는	몰몬경	을	읽	으면서	계시	를	받을 수 있습니다.
we		*Book of Mormon*		*read*	*as*	*revelation*		*receive can.*

형제님	은/는	몰몬경	을/를	읽다	*VS* + (으)면서	예수 그리스도	을/를	생각하다
Brother	*S.M.*	*Book of Mormon*	*O.M.*	*to read*	*as*	*Jesus Christ*	*O.M.*	*to think*
자매님		이 구절		기도하다		계시		받다
Sister		*this verse*		*to pray*		*revelation*		*to receive*
우리		성찬		취하다		속죄		기억하다
we		*sacrament*		*to partake*		*Atonement*		*to remember*
				만나다		침례	에 대해	배우다
				to meet		*baptism*	*about*	*to learn*
						선지자		느끼다
						prophet		*to feel*
						신권		
						priesthood		
						회개		
						repentance		
						인생의 목적		
						purpose of life		
						계명		
						commandment		
						성신		
						Holy Ghost		

형제님, 이 구절을 읽으시면서 속죄에 대해 생각하시겠습니까?
Will you think about the Atonement while you read this verse?
네. 저는 이 구절을 읽으면서 속죄에 대해 생각하겠습니다.
Yes, I will think about the Atonement while I read this verse.

우리는 성찬을 취하면서 예수 그리스도를 기억해야 됩니까?
Do we need to remember Jesus Christ as we take the sacrament?
네. 우리는 성찬을 취하면서 예수 그리스도를 기억해야 됩니다.
Yes, we need to remember Jesus Christ as we take the sacrament.

Function: Narrating experiences and telling stories
Context: Extending invitations and promising blessings

Scenario

You are helping 정우영 형제님 learn how to recognize answers to his prayers and feel the Spirit when he keeps commitments. He explains that he sometimes gets distracted while reading the Book of Mormon or listening in church. You want to help him understand what he can think about to invite the Spirit and receive revelation through prayer, the Book of Mormon, and church attendance.

1. Practice: Work with another missionary and practice using this form to teach 정우영 형제님 what he needs to focus on in order to receive revelation. You might share a personal experience, ask about his experiences thus far, etc.

2. Re-practice: Switch roles and repeat the practice activity until you are comfortable explaining what 정우영 형제님 needs to do to receive revelation in various circumstances (praying, reading the Book of Mormon, etc.).

Additional Scenario(s)

정우영 형제님 just told you about a powerful spiritual experience he had during church last week because he tried hard to think about Christ as he took the sacrament. He apologizes, though, when he admits that he doesn't remember who Joseph Smith is because he couldn't focus during that lesson a few weeks ago. He wants to learn about Joseph Smith because he heard a lot about him at church. You thank him for being honest and remind him that you are happy to review anything he didn't understand because you are here to help him come unto Christ. Use this form to help 정우영 형제님 relate to the Joseph Smith story by describing what he felt and experienced as he read the Bible, prayed, etc.

Conceptual Practice: Adjectives

Adjectives describe nouns. Adjectives always come before the noun they are describing. In Korean, these are made using descriptive verbs.

Example:

1) **Our kind Savior** 2) **A sincere heart**

Adjective phrases are phrases that describe nouns.

In English, adjective phrases (1) are most commonly denoted by who, that, where, and (2) always come after what they are describing.

In Korean, "Adjective Markers" (1) turn the verb (and thus the phrase) into an adjective, and (2) always come before the nouns they describe.

Example 1:

- **English Structure:**
  - Mormon is a man who abridged the Book of Mormon.
- **Korean Structure:**
  - Mormon, Book of Mormon abridged, man is.

Example 2:

- **English Structure:**
  - Repentance is an action that brings us closer to Christ.
- **Korean Structure:**
  - Repentance, us Christ to brings, action is.

Table 1 lists all of the adjective markers. The tense of the adjective marker changes the tense of the adjective/adjective phrase, not the whole sentence. For example, "The missionary who taught you last week is going home tomorrow." is a future-tense sentence with a past-tense adjective phrase.

Table 1

Tense	Adjective Marker
Past	VS + ㄴ/은
Present	AVS + 는 DVS + ㄴ/은
Future	VS + ㄹ/을

Practice deciding, in English, (1) what the adjective/adjective phrase is, and (2) what the appropriate marker would be.

1. God is our Heavenly Father.
2. God is a loving God.
3. Prophets are inspired people.
4. Missionaries are chosen representatives.
5. Evil people rejected Christ.
6. Joseph Smith was a young man when he saw God.
7. The Book of Mormon is a true book.
8. You can know for yourself if you pray with a sincere heart.
9. God has a merciful plan.
10. God created this beautiful Earth.
11. Apostasy is a time where God's authority is withdrawn.
12. Prophets are people who lead Christ's church.
13. The celestial kingdom is a place where we rest from pain.
14. A dispensation is a time period where prophets exist.
15. Baptism is an ordinance that prepares us to meet God.
16. Joseph Smith is a man who translated the Book of Mormon.
17. Missionaries are people who represent Jesus Christ
18. Agency is the ability to choose.
19. A temple is a place where we can seek revelation.
20. The Holy Ghost is a gift that teaches us what we must do.

하나님	을	사랑하	는	사람	은	계명	을	지킵니다.
God		*love*		*people*		*commandments*		*keep.*

하나님	을/를	사랑하다	*VS* + 은/ㄴ	사람	은/는	계명	을/를	지키다
God	*O.M.*	*to love*	*D.V. Marker*	*person*	*S.M.*	*commandment*	*O.M.*	*to keep*
몰몬경		읽다		교회		계시		받다
Book of Mormon		*to read*	*VS* + 은/ㄴ	*church*		*revelation*		*to receive*
침례		받다	*A.V. Marker (Past)*			용서		회복되다
baptism		*to receive*				*forgiveness*		*to be restored*
예수 그리스도	이/가	세우다	*VS* + 는			성신		느끼다
Jesus Christ	*S.M.*	*to establish*	*A.V. Marker (Present)*			*Holy Ghost*		*to feel*
성약		기억하다				축복		얻다
covenant(s)		*to remember*	*VS* + 을/ㄹ			*blessing*		*to obtain*
선지자		따르다	*A.V. Marker (Future)*			확신		
prophet		*to follow*				*assurance*		
복음	에 대해	기도하다				힘		
gospel	*about*	*to pray*				*strength*		
						보호		
						protection		

예수 그리스도가 세우신 교회는 회복되었습니까?
Was the church Jesus Christ established restored?
네. 예수 그리스도가 세우신 교회는 회복되었습니다.
Yes, the church Jesus Christ established was restored.

몰몬경을 읽는 사람은 성신을 느낄 수 있습니까?
Can people who read the Book of Mormon feel the Holy Ghost?
네. 몰몬경을 읽는 사람은 성신을 느낄 수 있습니다.
Yes, people who read the Book of Mormon can feel the Holy Ghost.

Verb Adjectives: Describing the Object

하나님	은	계명	을	지키	는	사람	을	축복합니다.
God		*commandments*		*keep*		*people*		*bless.*

하나님
God
S.M.

은/는
S.M.

계명
commandment
복음
gospel
선지자
prophet
신앙
faith
하나님의 자녀
God's children
몰몬경
Book of Mormon
하나님의 말씀
God's word
신권
priesthood

을/를
O.M.

이/가
S.M.

지키다
to keep
공부하다
to study
없다
to not exist
행사하다
to exercise
인도하다
to guide
번역하다
to translate
전하다
to convey
받다
to receive
따르다
to follow

VS + 은/ㄴ
D.V. Marker

VS + 은/ㄴ
A.V. Marker (Past)

VS + 는
A.V. Marker (Present)

VS + 을/ㄹ
A.V. Marker (Future)

사람
person
시기
time period

을/를
O.M.

이다
to be
축복하다
to bless
인도하다
to guide
돌봐주다
to take care of
강화시키다
to strengthen
도와주다
to help
보호하다
to protect

배도는 무엇입니까?
What is an apostasy?
배도는 선지자가 없는 시기입니다.
An apostasy is a time when there is no prophet.

조셉 스미스는 누구입니까?
Who is Joseph Smith?
조셉 스미스는 몰몬경을 번역하신 사람입니다.
Joseph Smith is the person who translated the Book of Mormon.

Function: Asking about and describing objects, people, and their characteristics
Context: Defining difficult vocabulary

Scenario

You are teaching 이용우 형제님 for the third time. He said he has no Christian background and you notice that he struggles to understand a lot of the vocabulary you use and to grasp his role in the conversion process. He has a strong desire to learn, so you want to define the terms you use and teach simply to help him feel comfortable with the doctrine.

1. Practice: Working in companionships, focus on using adjectives to help 이용우 형제님 learn about prophets, the Savior, and the Book of Mormon. Help him understand what prophets, faith, the Book of Mormon, commandments, etc. are so he can take ownership of the doctrine.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

이용우 형제님 has started reading the Book of Mormon, but has never read Christian scriptures before and is having a hard time relating to what he reads. Practice sharing your favorite scripture story with him. Use adjectives to describe the people and events so the story can come alive, setting a pattern for how he can study and relate to the scriptures.

Conceptual Practice: Gerunds

Gerunds allow us to put two verbs in one clause. There are multiple forms in Korean. We will stick with the most common.

Example:

- **Believing in God leads to a happier life**

In English, gerunds are verbs with an "ing" ending (Do not confuse with present progressive) or are left in their infinitive form.

In Korean, gerunds are verbs with a "는 것" ending. Its role in the sentence is determined by its marker (Subject, Object, etc.)

Example 1: Gerund as a Subject

- **English:** Reading the Book of Mormon is important
- **Korean:** 몰몬경을 **읽는 것**은 중요합니다

Example 2: Gerund as an Object

- **English:** I like to read the Book of Mormon
- **Korean:** 저는 몰몬경을 읽**는 것**을 좋아합니다

Note how the marker changes the role the gerund plays in the sentence.

Practice deciding, in English, (1) what the gerund is in each sentence, and (2) what marker should be placed on it.

1. Loving God is the first great commandment.
2. Believing in God always leads to action.
3. Repenting draws us closer to Christ.
4. Receiving baptism is an important decision.
5. In order to receive revelation, listening to the Spirit is vital.
6. Enduring to the end is a lifelong process.
7. Going to church is a commandment.
8. Our purpose is to invite others to come unto Christ
9. Dying isn't something to be afraid of.
10. Eternal life is living with God for eternity.
11. I like living in another country.
12. Learning Korean is fun.
13. Reading the scriptures always brings revelation.
14. Speaking Korean is difficult.
15. I love teaching with my companion.
16. I love to teach the gospel.
17. I need to remember to write my family.
18. I like studying the scriptures.
19. Understanding the Book of Mormon can be hard sometimes.
20. I really enjoy street contacting.

경전	을	공부하	는 것	은	신앙	을	나타냅니다.
scriptures		*study*	*ing*		*faith*		*shows.*

경전	을/를	공부하다	*VS* + 는 것	은/는	계명		이다
scriptures	*O.M.*	*to study*		*S.M.*	*commandment*		*to be*
선지자의 말씀		적용하다	*VS* + 기		신앙	을/를	나타내다
prophet's word		*to apply*			*faith*	*O.M.*	*to show*
안식일	에	예배하다			가족		강화시키다
Sabbath day	*to / on*	*to worship*			*family*		*to strengthen*
십일조		내다			영생	(으)로	이어지다
tithing		*to pay*			*eternal life*	*to*	*to lead (to)*
계명		기도하다			평안		가져오다
commandment		*to pray*			*peace*		*to bring*
하나님	에게	순종하다			하나님의 영		초대하다
God	*to (a person)*	*to obey*			*Spirit of God*		*to invite*
구주		신뢰하다			영감		
the Savior		*to trust*			*inspiration*		
침례		받다			안전감		중요하다
baptism		*to receive*			*sense of security*		*to be important*
순결의 법		지키다			신뢰감		어렵다
law of chastity		*to keep*			*sense of trust*		*to be difficult*
지혜의 말씀					자신감		
Word of Wisdom					*self-confidence*		
					자유		
					freedom		

계명을 지키기는 어렵네요!
Keeping the commandments is difficult!
네. 계명을 지키기는 어려울 수 있습니다.
Yeah, keeping the commandments can be difficult.

십일조를 내는 것은 계명입니까?
Is paying tithing a commandment?
네. 십일조를 내는 것은 계명입니다.
Yes, paying tithing is a commandment.

Gerunds as Objects

하나님	은	우리	가	진리	를	찾	기	를	원합니다.
God		*us*		*truth*		*find*	*to*		*wants*

하나님	은/는	우리	이/가	진리	을/를	찾다	*VS* + 기	을/를	원하다
God	*S.M.*	*we*	*S.M.*	*truth*	*O.M.*	*to find*		*O.M.*	*to want*
저		형제님		구주의 가르침		따르다	*VS* + 는 것		기대하다
I		*Brother*		*Savior's teachings*		*to follow*			*to expect*
우리		자매님		평안		누리다			좋아하다
we		*Sister*		*peace*		*to enjoy*			*to like*
형제님				계명	에	순종하다			계속하다
Brother				*commandments*	*to*	*to obey*			*to continue*
자매님				복음		나누다			시작하다
Sister				*gospel*		*to share*			*to start*
				계시		간구하다			바라다
				revelation		*to ask/plead (for)*			*to hope*
				성신		인식하다		에 대해	가르치다
				Holy Ghost		*to recognize*		*about*	*to teach*
				경전		공부하다			
				scriptures		*to study*			
				최선		다하다			
				one's best		*to give all / exhaust*			
						행복하다			
						to be happy			

자매님은 경전을 공부하시는 것을 좋아하십니까?
Sister, do you like studying the scriptures?
네. 저는 경전을 공부하는 것을 좋아합니다.
Yes, I like studying the scriptures.
아니오. 저는 경전을 공부하는 것을 좋아하지 않습니다.
No, I don't like studying the scriptures.

우리는 계시를 인식하는 것에 대해 가르치겠습니까?
Are we going to teach about recognizing revelation?
네. 우리는 계시를 인식하는 것에 대해 가르치겠습니다.
Yes, we're going to talk about recognizing revelation.
아니오. 우리는 복음을 나누는 것에 대해 가르치겠습니다.
No, we're going to talk about sharing the gospel.

Scenario

You have been teaching 김태현 형제님 for a few weeks and he has struggled to understand why you encourage him to do things like pray and come to church. You feel he might see your invitations to live the gospel as coming from you rather than from God, so you want to help him understand what the commandments are and why God wants us to follow them.

1. Practice: Work in pairs to practice teaching 김태현 형제님 why you invite him to make and keep commitments then invite him to start and/or continue keeping the commandments.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

After you explain the role of commandments, 김태현 형제님 says “I just don’t see the connection...”. This statement is vague, but you feel that he must have misunderstood something you taught and you need to find out what that is so you can help him gain a correct understanding of the gospel. Use gerunds to find out what doctrines/principles like faith, repentance, prophets, the Atonement, etc. mean to him and why they’re important. By listening to what he understands, you can see his point of view and diagnose any problems he may be having.

An indirect question is a question inside of a complete sentence. It follows the basic "Onion" format. There are two basic forms:

1. **A question inside of a question – Ques(Question)tion**
   a. **English Structure:** Do you know why we are baptized?
   b. **Breakdown:** Do you, why are we baptized, know?
   c. **Korean Structure:** You, we baptism why receive, know?

2. **A question inside of a statement – State(Question)ment**
   a. **English Structure:** The Book of Mormon teaches about where we came from.
   b. **Breakdown:** The Book of Mormon, where did we come from, teaches about.
   c. **Korean Structure:** Book of Mormon, we where from came, about teaches.

The following table breaks down (1c) into parts:

S_1	S_2	O_2	Adverb	V_2	V_1
You	we	baptism	why	receive	know?

(Note: If nothing is placed in the "adverb" block, it's an implied "Whether (or not)" or "if")

In English each sub-sentence begins with *if, whether (or not), who, what, where, when, why, which,* and *how.*
In Korean these words go right before V_2

Practice deciding, in English, (1) what the outer question/sentence is, and (2) what the sub-sentence is.

1. Do you know why God loves us?
2. Have you ever thought about where we came from?
3. Have you ever thought about why we're here?
4. Have you ever thought about where you're going?
5. I don't know why we need a Restoration.
6. We'll teach about why God calls prophets
7. Please think about what God's plan is for you.
8. Will you please think about why the Apostasy was necessary?
9. My companion will teach you why we need the Book of Mormon.
10. I'll explain how we can repent.
11. I don't know if the church is true.
12. I used to wonder why bad things happen to good people.
13. Do you know whether or not Joseph Smith is a prophet?
14. I don't know whether or not the Book of Mormon is true.
15. I don't understand why I need to be baptized.
16. I'll explain what Christ suffered for you.
17. Do you know which church is true?
18. Joseph Smith didn't know which church was true.
19. Joseph Smith wanted to know which church was true.
20. God knows who you are.

Indirect Questions

우리	는	침례	를	왜	받	는	지	에 대해	가르치겠습니다.
We		*baptism*		*why*	*receive*			*about*	*teach will*

우리	은/는	침례	을/를	어떻게	받다	*VS* + 은/ㄴ	지	에 대해	가르치다
we	*S.M.*	*baptism*	*O.M.*	*how*	*to receive*	*A.V. (Past)*		*about*	*to teach*
형제님		속죄			적용하다				알다
Brother		*Atonement*			*to apply*	*VS* + 는		을/를	*to know*
자매님		선지자	이/가	왜	필요하다	*A.V. (Present)*		*O.M.*	모르다
Sister		*prophet*	*S.M.*	*why*	*to be necessary*				*to not know*
		계시			중요하다	*VS* + 을/ㄹ			이해하다
		revelation			*to be important*	*A.V. (Future)*			*to understand*
		복음		무엇	이다				설명하다
		gospel		*what*	*to be*	*VS* + 은/ㄴ			*to explain*
		몰몬경			인식하다	*D.V.*			기억하다
		Book of Mormon			*to recognize*				*to remember*
		성신		언제	느끼다				궁금하다
		Holy Ghost		*when*	*to feel*				*to be curious*

형제님은 우리가 침례를 왜 받는지 아십니까?
Do you know why we are baptized?
네. 저는 우리가 침례를 왜 받는지 압니다.
Yes, I know why we are baptized.
아니오. 저는 우리가 침례를 왜 받는지 모릅니다.
No, I don't know why we are baptized.

자매님은 속죄가 무엇인지 이해하십니까?
Do you understand what the Atonement is?
네. 저는 속죄가 무엇인지 이해합니다.
Yes, I understand what the Atonement is.
아니오. 저는 속죄가 무엇인지 이해하지 않니다.
No, I don't understand what the Atonement is.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Giving an overview, asking questions

Scenario

정호용 형제님 is a new investigator who heard about the church while on a study abroad in the United States and has expressed interest in the church and your message. You know it is important to start by asking what he already knows and feels about the gospel and by giving a simple overview of the gospel message so that you can teach to his needs and thus help him experience conversion.

1. Practice: Work in pairs as the missionary and 정호용 형제님. Use indirect questions to find out what knows about the gospel and to give an overview of what he will be learning.

2. Re-practice: Switch roles, then rotate practice partners and repeat the activity.

Additional Scenario(s)

정호용 형제님 was excited to set another appointment to meet and learn about the gospel. He mentioned that he has been looking for a church that feels “right” for a long time but has yet to find one, so you are excited to share the Joseph Smith story and relate it to his own search for truth. Use indirect questions in telling 정호용 형제님 about Joseph Smith by describing the questions that prompted him to read the Bible, pray, etc.

Note:

When making a past-tense indirect question, Koreans will often use the form: VS + G 쓰는지. Both are correct and you will hear both. For example:

우리는 예수 그리스도가 우리를 위해 왜 속죄하셨는지 설명하겠습니다.

or

우리는 예수 그리스도가 우리를 위해 왜 속죄하신지 설명하겠습니다.

We will explain why Jesus Christ atoned for us.

Conceptual Practice: Plain Form & Indirect Discourse

Indirect discourse is used for quotes/paraphrases.

Koreans use "plain form" to show the *intention* of their sub-sentences. Table 1 summarizes the most common plain forms.

The general form is VS + PF + 고 하다. Any verb can be substituted in for 하다 (said, asked, taught, etc.). The following are examples of how plain form changes the *intention* of a sentence

Example 1:

1. **English:** God commanded us to repent
2. **Structure:** God, us to repent, commanded
3. **Korean:** 하나님은 우리가 회개하**라**고 하셨습니다

Example 2:

1. **English:** God asked if we repent.
2. **Structure:** God, we repent if, asked
3. **Korean:** 하나님은 우리가 회개하**냐**고 하셨습니다

The only difference in the above sentences is the plain form. Notice how it drastically changes the meaning of each sentence.

Table 1: Plain Form

Meaning	Past Tense	Present Tense	Future Tense
Statement	VS + G + ㅆ다	AVS + ㄴ/는 다 DVS + 다	VS + 겠다 VS + ㄹ/을 것 이라
Question	VS + G + ㅆ냐	VS + 냐	VS + 겠냐 VS + ㄹ/을 것 이냐
Command		VS + (으)라	
"Is/am/are"		N + (이)라	

저	는	하나님	이	우리의 아버지			라	는 것	을	알고 있습니다.
I		*God*		*our Father*			*is*	*that*		*know.*

저	는	하나님	이/가	우리의 아버지		이다	*N* + (이)라	는 것	을	알다
I	*S.M.*	*God*	*S.M.*	*our Father*		*to be*	이다 *statements*	*gerund*	*O.M.*	*to know*
우리		예수 그리스도		구속주		살아계시다				믿다
we		*Jesus Christ*		*Redeemer*		*to be living (hon.)*	*VS* + ㄴ/는다			*to believe*
		몰몬경		하나님의 말씀		참되다	*AV statements*			간증하다
		Book of Mormon		*God's word*		*to be true*				*to testify*
		조셉 스미스		선지자		회복되다	*VS* + 다			
		Joseph Smith		*prophet*		*to be restored*	*DV statements*			
		교회		가족	을/를	강화시키다				
		church		*family*	*O.M.*	*to strengthen*	*VS* + 겠다			
		복음		우리		사랑하다	*Future tense*			
		gospel		*us*		*to love*				
		순종		하나님		보다	*VS* + *G* + ㅆ다			
		obedience		*God*		*to see*	*Past tense*			
				신앙		가져오다				
				faith		*to bring*				
				평안		부르다				
				peace		*to call*				
				자신감		오다				
				confidence		*to come*				

저는 예수 그리스도가 살아계신다는 것을 알고 있습니다.
I know that Jesus Christ lives.

저는 조셉 스미스가 하나님을 봤다는 것을 믿습니다.
I believe that Joseph Smith saw God.

우리는 하나님이 우리를 사랑하신다는 것을 간증합니다.
We testify that God loves us.

저는 몰몬경이 참되다는 것을 압니다.
I know the Book of Mormon is true.

Indirect Discourse

하나님	은	우리	에게	계명	을	지키	라	고	했습니다.
God		*us*	*to*	*commandment*		*keep*			*commanded*

하나님	은/는	우리	에게	계명	을/를	지키다	*VS* + (으)라	고	하다
God	*S.M.*	*us / we*	*to*	*commandment*	*O.M.*	*to keep*	*command*		*to do*
예수님		형제님		침례		받다			명하다
Jesus		*Brother*		*baptism*		*to receive*	*VS* + ㄴ/는다		*to command*
저		자매님		몰몬경		공부하다	*AV statements*		생각하다
I		*Sister*		*Book of Mormon*		*to study*			*to think*
경전		하나님	이/가	형제님		사랑하다	*VS* + 다		가르치다
scripture(s)		*God*	*S.M.*	*Brother*		*to love*	*DV statements*		*to teach*
구도자		몰몬경		자매님		축복하다			약속하다
investigator		*Book of Mormon*		*Sister*		*to bless*	*VS* + 겠다		*to promise*
형제님		성경		가족		강화시키다	*Future tense*		
Brother		*Bible*		*family*		*to strengthen*			
자매님		기도		서로		도와주다	*VS* + *G* + 쓰다		
Sister		*prayer*		*each other*		*to help*	*Past tense*		
		모든 사람		하나님		믿다			
		all people		*God*		*to believe*	*VS* + 냐		
						회개하다	*Question*		
						to repent			
						중요하다			
						to be important			

경전은 하나님이 저를 사랑하신다고 가르칩니까?
Do the scriptures teach that God loves me?
네. 경전은 하나님이 형제님을 사랑하신다고 가르칩니다.
Yes, the scriptures teach that God loves you.

형제님은 기도가 중요하다고 생각하십니까?
Do you (brother) think that prayer is important?
네. 저는 기도가 중요하다고 생각합니다.
Yes, I think prayer is important.
아니오. 저는 기도가 중요하다고 생각하지 않습니다.
No, I don't think prayer is important.

Note: Any given sentence does not necessarily need all of these elements. Some sentences may not have secondary subjects or objects.

Scenario

You are sitting down for a lesson with 류경화 자매님. She has been meeting with you for a couple of weeks now and has struggled to relate to what she reads in the Book of Mormon. She's been reading about the Savior's ministry in 3 Nephi but when you follow up and ask about what she's learning, she says things like "it's good...". You feel the best thing for her will be to take time to discuss what she's been reading and help her summarize and apply Christ's teachings in this section of the Book of Mormon.

1. Practice: Working in pairs, take the roles of 류경화 자매님 and the missionary. Practice using indirect discourse and the "testimony form" to follow up on what she's read, help her summarize what she's learning, and bear testimony of the doctrines in 3 Nephi.

2. Re-practice: Switch roles, then change practice partners and repeat the activity.

Additional Scenario(s)

It's your first Sunday in your first area. The bishop invites you to briefly introduce yourself and share your testimony in sacrament meeting. Practice sharing a favorite scripture, emphasizing what is being taught, and sharing your testimony of those principles.

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